DOCUMENT RESUME

ED 242 281 HE 017 156

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TITLE Generic Survey Procedures.
PUB DATE Oct 83
NOTE 82p.; Paper presented at the Forum of the Association for Institutional Research of the Upper Midwest (Rochester, MN, October 6-7, 1983).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Cost Estimates; *Data Analysis; Data Collection; Guidelines; Higher Education; *Institutional Research; Material Development; *Questionnaires; *Records (Forms); *Research Design; Research Methodology; Research Reports; Statistical Analysis; *Surveys

ABSTRACT

Hints on conducting surveys appropriate for university use are outlined, and sample checklists and forms are provided. The following research elements concerning generic surveys are covered: sequences of events for surveys conducted by mail (15 weeks) and telephone (11 weeks); algorithms for estimating materials costs and quantities; a catalog of stock demographic items for surveys; a file of stock Likert rating scale formats; stock letters and followups for mailed surveys; standardized procedures for tracking returns and addresses; standardized sequence of data analyses; standardized report format; worksheet for writing the report; and sample report paragraphs. The major steps in survey research are identified as follows: research design; procedure development; cost estimation; questionnaire development; data collection; coding, editing, and keypunching; data analysis, and report writing. A mailed survey returns tracking flowchart is provided, and response rate considerations are identified. In addition to sample letters/followup notes, cartoon enclosures are included. After identifying questionnaire design principles, examples of instruments and a checklist on questionnaire wording are presented. Finally, information/examples on report formats are provided, along with a bibliography. (SW)

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GENERIC SURVEY PROCEDURES

RON MATROSS AND JON ROESLER
DATA AND REPORTING SERVICES
STUDENT SUPPORT SERVICES
UNIVERSITY OF MINNESOTA

PRESENTED AT THE 1983 FORUM OF THE ASSOCIATION
FOR INSTITUTIONAL RESEARCH OF THE UPPER MIDWEST
ROCHESTER, MINNESOTA OCTOBER 6-7, 1983

HE 017 156

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GENERIC SURVEY RESEARCH ELEMENTS

STANDARD SEQUENCES OF EVENTS FOR MAIL AND TELEPHONE SURVEYS

ALGORITHMS FOR ESTIMATING MATERIALS COSTS AND QUANTITIES

A CATALOG OF STOCK DEMOGRAPHIC ITEMS FOR SURVEYS

A FILE OF STOCK LIKERT RATING SCALE FORMATS

STOCK LETTERS AND FOLLOW-UPS FOR MAILED SURVEYS

STANDARDIZED PROCEDURES FOR TRACKING RETURNS AND ADDRESSES

STANDARDIZED SEQUENCE OF DATA ANALYSES

STANDARDIZED REPORT FORMAT

WORKSHEET FOR WRITING THE REPORT

BOILERPLATE REPORT PARAGRAPHS

MAJOR STEPS IN SURVEY RESEARCH

Research Design

Procedure Development

Cost Estimation

Questionnaire Development

Data Collection

Coding, Editing, Keypunching

Data Analysis

Report Writing

SURVEY PROCEDURE CHECKLIST
(mailed questionnaire version)

WEEK I

____ Make decision to go (meeting #1 with client)
____ Decide survey type (mail/telephone/handout)
____ Begin literature review
____ Draft pretest questionnaire
____ Determine sample population and size
____ Estimate supply quantities
____ Estimate survey costs
____ Send draft of memorandum of agreement to client
____ Establish project management dates

WEEK II

____ Pilot test questionnaire with client/collegues (meeting #2 with client)
____ Order supplies
____ Draw sample / generate addresses
____ Typeset letterhead/envelopes/postcards (if needed)
____ Get mail permit (if needed)
____ Prepare prenotification letter
____ Prepare address checking letter
____ Prepare cover letter for Q#1 (1st questionnaire mailing)
____ Prepare modified cover letter for Q#1
____ Prepare post card reminder #1
____ Prepare cover letter for Q#2
____ Prepare post card reminder #2
____ Prepare followup letter
____ Prepare final memorandum of agreement for client
____ Rewrite questionnaire (draft #2)
____ Continue literature review
____ Draft telephone follow-up script (optional)

WEEK III

____ Pilot test questionnaire with subsample of population
____ Arrange addressing of letters/postcards with Service Bureau
____ Arrange mailings with Campus Mail
____ Rewrite questionnaire (draft #3)
____ Send memorandum of agreement to client (final draft)
____ Meet with client (meeting #3 - optional)
____ Hire telephone remainder staff (optional)

WEEK IV

____ Pilot test pretest with second subgroup
____ Prepare 4th draft of questionnaire
____ Send 4th draft to client
____ Write SPSS System File program
____ Fill out REPORTWRITER program
____ Draft Introduction and Methodology sections of report
____ Edit and review final draft of questionnaire
____ Arrange keypunching (or optical scanning)
____ Develop initial coding categories and editing rules

WEEK V

____ Send prenotification letter
____ Send questionnaire to be printed
____ Note address corrections
____ Edit/Key trial data (from pretest)
____ Create trial System File
____ Develop report table formats
____ Write SPSS REPORT programs
____ Write TELL-A-GRAF programs (if needed)
____ Write second draft of Introduction and Methodology sections

WEEK VI

____ Produce sample tables and graphs
____ Update addresses

____ Send out address checking letter
____ Type and address envelopes and letters for Q#1
____ Stuff survey envelopes
____ Draft Result section
____ Prepare codebook

WEEK VII

____ Mail Q#1 (questionnaire with cover letter)
____ Type and address envelopes and modified letters for Q#1 (for address changes)
____ Mail modified Q#1 (to address changes)
____ Present report, table, and graph drafts to client (meeting #4)
____ Address postcard reminder #1 (or prepare telephone follow-up)

WEEK VIII

____ Mail postcard reminder #1 (or begin telephone follow-up)
____ Check in survey returns
____ Type and address letters and envelopes for Q#2
____ Edit/code returned surveys
____ Create sample System File (using real data)
____ Do preliminary data analysis

WEEK IX

____ Mail Q#2 (to nonrespondents)
____ Address postcard reminder #2 (or prepare telephone follow-up)
____ Edit/code returned surveys
____ Take returned surveys to keypunching

WEEK X

____ Mail postcard reminder #2 (or begin telephone follow-up)
____ Check-in survey returns
____ Address Follow-up letter (or prepare telephone follow-up)
____ Edit/code returned surveys

WEEK XI

____ Mail follow-up letter (or begin telephone follow-up)
____ Check in returned surveys
____ Edit/code/key surveys
____ Draft preliminary Analysis section
____ Produce second draft of Result section

WEEK XII

____ Check in returned surveys
____ Edit/code/key surveys
____ Create SPSS System File

WEEK XIII

____ Do final data analysis
____ Produce tables and graphs
____ Produce revised drafts of Results and Analysis sections
____ Schedule verbal presentation with client break
____ Write Executive Summary

WEEK XIV

____ Produce and circulate final draft of report
____ Make presentation to client (meeting #5)
____ Bill client
____ Revise total report

WEEK XV

____ Publish and print report
____ Prepare central file on study
____ Debrief study staff and analyze procedures

HINTS ON ADMINISTERING MAILED SURVEYS

ABSOLUTELY THE WORST MISTAKE YOU CAN MAKE IN A MAILED QUESTIONNAIRE STUDY IS TO MESS UP THE NUMBERING OF THE QUESTIONNAIRES AND IN THE SAMPLE. DOUBLE CHECK THAT QUESTIONNAIRES ARE NUMBERED AND THAT NUMBERS MATCH THOSE ON YOUR LIST.

THE SECOND WORST MISTAKE YOU CAN MAKE IS A TYPOGRAPHICAL ERROR ON THE QUESTIONNAIRE. DOING SOMETHING LIKE LEAVING OUT A HEADING IN A RESPONSE SCALE CAN RUIN THE DATA. PROOF ALOUD, AND PAY SPECIAL ATTENTION TO HEADINGS.

YOUR DEVELOPMENT TIMELINES WILL ALWAYS BE TOO SHORT. SAVE TIME BY WORKING UP PRELETTERS AND FOLLOW-UPS BEFORE THE QUESTIONNAIRE AND HAVE THEM ALL PRINTED AT ONCE. THIS AVOIDS LAST MINUTE PRINTING FOUL-UPS AND ALLOWS YOU TO GET THE MAILING STARTED BEFORE THE QUESTIONNAIRE IS FINISHED.

YOU SHOULD ALSO SKETCH OUT THE DATA ANALYSIS BEFORE YOU DO THE STUDY. QUESTION DESIGN AND ANALYSIS METHOD GO HAND IN HAND.

IF YOU'RE REALLY TOGETHER YOU WILL SKETCH OUT YOUR WHOLE REPORT BEFORE YOU COLLECT THE DATA.

YOUR TIMELINE WILL ALWAYS BE TOO SHORT AT THE END OF THE STUDY TOO, IF YOU HAVEN'T FOLLOWED THE TWO HINTS ABOVE, CONSIDER REPORTING IN PHASES. GET A QUICK AND SHORT REPORT OF DESCRIPTIVE STATISTICS OUT, AND DO THE DEEPER ANALYSES LATER.

IN TRUTH, MOST DATA-BASED DECISIONS ARE MADE ON THE BASIS OF SHORT REPORTS USING VERY-SIMPLE STATISTICS PERCENTAGES AND CROSS TABS.

IN THE SAME VEIN, THE LONGER YOU STAY IN INSTITUTIONAL RESEARCH, THE SHORTER AND MORE ATTRACTIVE YOUR DATA REPORTS WILL BECOME, E.G., 5 PAGE REPORTS WITH COMPUTER GRAPHICS, RATHER THAN 30 PAGE REPORTS, WITH 20 PAGES OF TABLES)

IF YOU CAN, KEEP TRACK OF RETURNS ON A COMPUTER DATA BASE, IF YOU CAN'T, USE A LABELLED CARD SYSTEM. PUT A NAME AND ADDRESS LABEL AND RESPONDENT NUMBER ON A 3X5 CARD. WHEN THE QUESTIONNAIRE IS RETURNED TRANSFER IT FROM AN OUT BOX TO AN IN BOX.

ADDRESS TRACKING SOURCES DEPEND ON YOUR SITUATION. TRY PHONE BOOKS FIRST. THEN IF POSSIBLE TRY TO WRITE TO SOMEONE WHO WOULD KNOW THE WHEREABOUTS OF YOUR INFORMANT (E.G., PARENTS).

SURVEY PROCEDURE CHECKLIST
(telephone questionnaire version)

WEEK I

____ Make decision to go (meeting #1 with client)
____ Decide survey type (mail/telephone/handout)
____ Begin literature review
____ Draft pretest questionnaire
____ Determine sample population and size
____ Estimate supply quantities
____ Estimate survey costs
____ Send draft of memorandum of agreement to client
____ Establish project management dates

WEEK II

____ Pilot test questionnaire with client/collegues (meeting #2 with client)
____ Order supplies
____ Draw sample / generate addresses
____ Prepare address checking letter
____ Prepare final memorandum of agreement for client
____ Rewrite questionnaire (draft #2)
____ Continue literature review
____ Arrange pretest
____ Hire interviewers

WEEK III

____ Pilot test questionnaire with subsample of population
____ Rewrite questionnaire (draft #3)
____ Send memorandum of agreement to client (final draft)
____ Meet with client (meeting #3 - optional)
____ Hire telephone remainder staff (optional)
____ Develop interviewer instructions
____ Set interviewing dates and briefing

WEEK IV

____ Pilot test pretest with second subsample
____ Prepare 4th draft of questionnaire
____ Send 4th draft to client
____ Write SPSS System File program
____ Fill out REPORTWRITER program
____ Draft Introduction and Methodology sections of report
____ Edit and review final draft of questionnaire
____ Arrange keypunching (or optical scanning)
____ Develop initial coding categories and editing rules

WEEK V

____ Send questionnaire to be printed
____ Edit/Key trial data (from pretest)
____ Create trial System File
____ Develop report table formats
____ Write SPSS REPORT programs
____ Write TELL-A-GRAF programs (if needed)
____ Write second draft of Introduction and Methodology sections
____ Brief interviewers and distribute questionnaires

WEEK VI

____ Begin interviewing
____ Produce sample tables and graphs
____ Update addresses
____ Send out address checking letters as needed
____ Draft Result section
____ Prepare codebook

WEEK VII

____ Complete interviewing
____ Present report, table, and graph drafts to client (meeting #4)
____ Do verification call-backs

WEEK VIII

____ Check in completed questionnaires
____ Edit/code completed questionnaires
____ Take returned surveys to keypunching (or optional scanner)

WEEK IX

____ Create System file
____ Do data analysis
____ Produce tables and graphs
____ Produce drafts of Results and Analysis sections
____ Schedule verbal presentation with client break
____ Write Executive Summary

WEEK X

____ Produce and circulate final draft of report
____ Make presentation to client (meeting #5)
____ Bill client
____ Revise total report

WEEK XI

____ Publish and print report
____ Prepare central file on study
____ Debrief study staff and analyze procedures

TELEPHONE SURVEY HINTS

INTERVIEWER TRAINING

- TWO HOURS TRAINING SPECIFIC TO SURVEY (ASSUMING PREVIOUS EXPERIENCE)

PRETESTING

- AT LEAST ONE "FULL-DRESS", "COLD-CALL" PRETEST NEEDED SUBSTANTIAL REVISIONS REQUIRE NEW PRETEST

CALLING TIMES

- COLLEGE STUDENTS BEST REACHED FRIDAY THROUGH MONDAY
- GENERAL PUBLIC BEST REACHED MONDAY THROUGH WEDNESDAY
- COLLEGE STUDENTS WILL TAKE CALLS UP TO 1:00 A.M. PUBLIC TILL 9:30

CALLBACKS

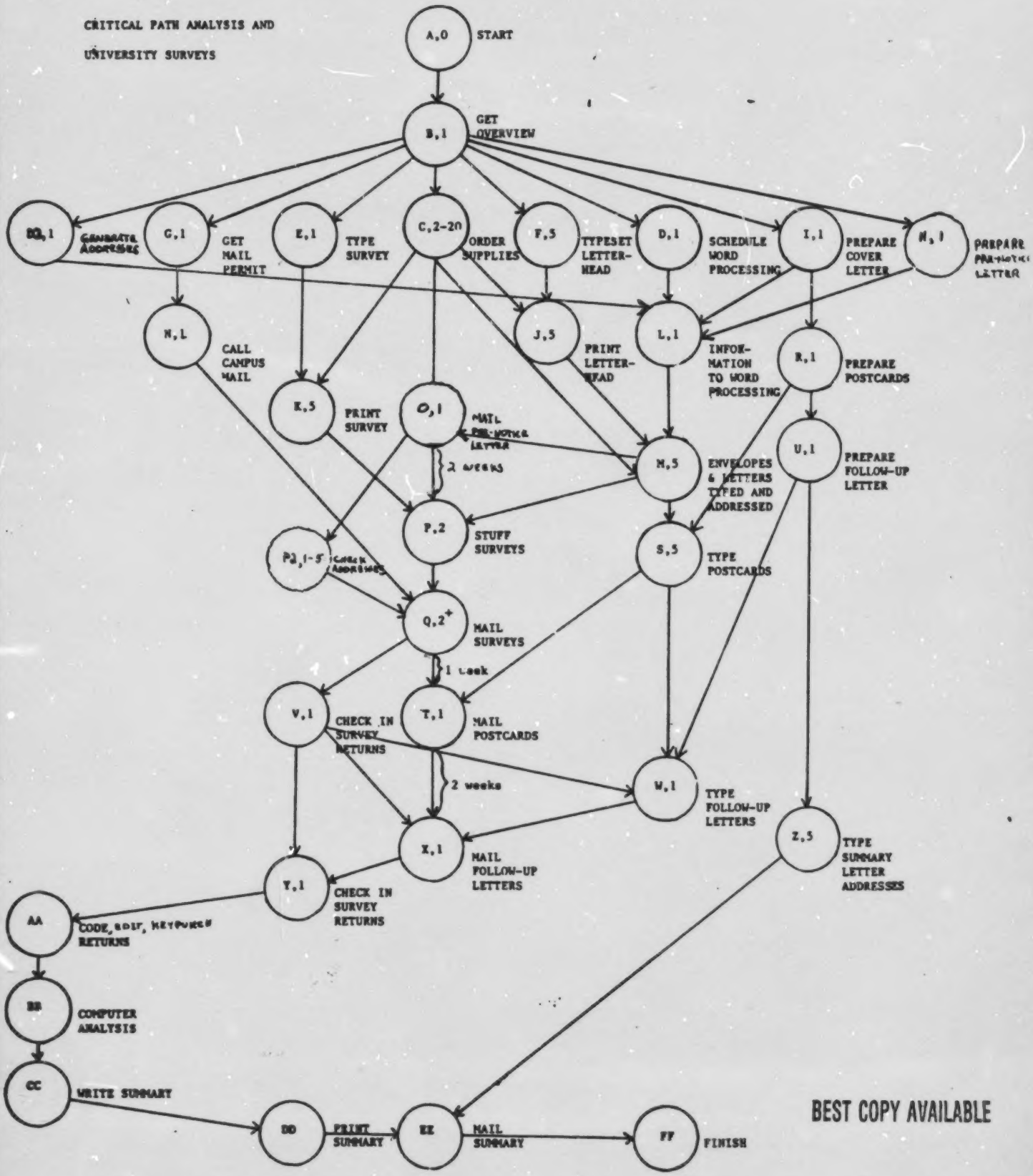
- UP TO 10 CALLBACKS ARE NEEDED TO ACHIEVE A HIGH RESPONSE RATE (90%+). SOME CASES REQUIRE ADDRESS TRACING THROUGH CALLS TO SAME-NAMED PERSONS

INTERVIEW QUALITY CONTROL

- CENTRALIZED CALLING--SUPERVISORS MONITOR ON-GOING CALLS
- DECENTRALIZED CALLING--10% REINTERVIEW BY SUPERVISOR

CRITICAL PATH ANALYSIS AND

UNIVERSITY SURVEYS



BEST COPY AVAILABLE

From: Arguello, Paul D. and Spenaugle, G.C.
1982 A Guide to Survey Research Mpls: Univ. of Minn.

revised for: Data and Reporting Services
Student Support Services
University of Minnesota

JSR
5/16/83

MODIFIED TOTAL DESIGN METHOD *
Main Steps and Associated Supply Estimates

1. Send pre-letter: a) N cover letters, b) N #10 envelopes,
   c) N 20¢ postage, d) .2N 25¢ postage return.
2. Address correction: a) .2N 1 page cover letter, b) .2N #10 envelopes,
   c) .2N 20¢ postage, d) .2N post cards,
   e) .1N 18¢ business reply postage.
3. Questionnaire: a) N cover letters, b) N #10 envelopes,
   c) N 20¢ postage, d) N 4-page questionnaires,
   e) N #9 BRE, f) .1N 25¢ postage return,
   g) .3N 25¢ business reply postage.

3b. Questionnaire (as above) with modified cover letters (these are in response to #2 (.1N)

4. Reminder: a) N postcards, b) N 13¢ postage.
5. Second questionnaire: a) .7N 1-page cover letters, b) .7N #10 envelopes,
   c) .7N 20¢ postage, d) .7N 4-page questionnaire,
   e) .7N #9 BREs, f) .1N 25¢ postage return,
   g) .2N 25¢ business reply postage.
6. Second reminder: a) .7N postcards, b) .7N 13¢ postage,
7. Follow-up letter: a) .4N 1-page cover letter, b) .4N #10 envelopes,
   c) .4N 20¢ postage, d) .1N 25¢ business reply postage,
   e) .1N Qs.

Additional Materials:

N 3 X 5 cards for tracking

3 3 X 5 boxes

6 sets of labels (unless personalized)

7 Segments data analysis

(.7)(160) (N) Strokes of keying

*It is assumed that all follow-ups are mailed (vs. telephoned).

MODIFIED TOTAL DESIGN METHOD
Summary of Estimated Supplies *

COVER LETTERS	#10 ENVELOPES	#9 BRE
1) N+.1N **	N+.2N+N+.7N+.4N=3.3N	N+.7N
2) .2N		
3) N		
5) .7N		
7) .4N		
3b) .2N		

POST CARDS	QUESTIONNAIRES	B.R. POST CARD
4) N	N+.7N+.1N	.25N
6) .7N		

POSTAGE-SEND	POSTAGE-RETURN ADDRESS
(N+.2N+N+.7N+.4N+ ?) 20¢	(.2N+.1N+.1N) 25¢
(N+.5N) 13¢	

POSTAGE-BUSINESS REPLY

(.1N) 18¢ BR Postcard

(.3N+.2N+.1N+.1N) 25¢ BRE

* All follow-ups are assumed to be mailed (vs. telephone)
** Numbers represent which step from the TDM that supply estimate is from. N is the size of the population being surveyed.

SURVEY COST BREAKDOWNS

Central Duplicating Printing Charges

NUMBER	ENVELOPES	LETTERS	POST CARDS		QUESTIONNAIRES (4 page)
			1 side	2 sides	
300	$16	$ 5.00	$10	$27	$60
600	22	8.60	12	32	70
1,000	29	13.40	14	39	80
Each additional 1,000	20	12.00	6	18	45

USPS E-COM LETTER CHARGES

1 page mailed	26¢
1 additional page	5¢
Business reply envelope	4¢

ADDRESSING & MAILING CHARGES
(no price breaks, no prorating)

Labeling (affixing pressure sensitive labels	$17/1,000
Stuffing envelopes	$8.80/1,000
Metering envelopes	$6.60/1,000

DRC LABEL CHARGES

$20 for the first 480 labels

.2¢ per label after 480

June 22, 1983

To: Jon Roesler

From: Jan Bobrowske JB

Re: the cost estimate you requested

	300	600	1000
Communicating/printing letters*	$69.00	$129.00	$207.00
Printing envelopes	$ 7.50	$ 15.00	$ 25.00
Folding & stuffing ?naires	$21.50	$ 43.00	$ 71.50
Total	$98.00	$187.00	$303.50
Personalizing letters**	$30.00	$ 52.00	$ 84.00
Printing envelopes	$ 7.50	$ 15.00	$ 27.50
Folding & stuffing ?naires	$21.50	$ 43.00	$ 71.50
Total	$59.00	$110.00	$183.00

* letterhead and envelope costs are not included

** if personalizing letter includes anything beyond an inside address, e.g. "Dear _____," cost will be higher

also bear in mind that quality will be sacrificed if you use a pre-printed letter with a personalized inside address (in layperson's terms it won't look like a personal letter)

J. R

FYI

UNIVERSITY OF MINNESOTA
TWIN CITIES

Central Mail List Services
2818 Como Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-2357

GENERAL SELECT PROCEDURES

TO: ALL DEPARTMENTS

FROM: CENTRAL MAIL LIST SERVICES

RE: ORDERING GENERAL SELECT

JUNE, 1982

IN APRIL OF 1982 CENTRAL MAIL LIST SERVICES CONVERTED TO AN ON-LINE CENTRAL ADDRESSING COMPUTER SYSTEM. THIS ALLOWS US TO MAKE ADDRESS CHANGES OR COMPLETE ADDITIONS TO THE FILE DAILY. HOWEVER, THESE CHANGES AND ADDITIONS ARE NOT AVAILABLE FOR LABELS OR LISTS UNTIL AFTER THE FILE UPDATE HAS OCCURRED. CENTRAL MAIL LIST SERVICES CAN NOW OFFER 2 OR 3 DAY TURN-AROUND SERVICE ON LABEL OR LIST ORDERS.

LABEL OR LIST COST WILL BE BILLED IN THIS MANNER:

1. THE MINIMUM CHARGE.....$10.00.
2. SELECTION BASED ON MAIL LIST CODE(S).....$15.00 PER 1,000 names. *
3. SELECTIONS BASED ON OTHER CRITERIA WILL BE BILLED OUT AT ACTUAL COMPUTER COSTS. *

IF ANY QUESTIONS CONTACT JO SCHUFF AT 373-2357 OR 373-2358

* ADDITIONAL COPIES ON CARPONLESS PAPER ARE AVAILABLE ON CHESHIRE LABELS AND CERTAIN LISTS.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Admissions and Records
Williamson Hall
231 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

9 April 1982

MEMORANDUM

TO: John Printz
FROM: Jon Roesler
RE: Applicant Survey Cost Estimate

Ron Matross asked me to estimate for you the cost of a survey of 1000 freshman level applicants to the U. The survey procedure, as I understand it from Ron, would perhaps be as follows:

letter to no-show admits (address tracking)
pre-questionnaire letter to all in cohort
questionnaire to all in cohort
follow-up post card
second questionnaire to non-respondents
follow-up post card
letter to non-respondents
follow-up post card
additional questionnaires sent sent as result of phoning, etc.

The costs for this procedure would be as follows:

$335	sampling and label production
421	printing -questionnaire -letters (you provide the letterhead paper) -envelopes -post cards and inserts
100	premium (incentive to respond)
180	addressing and mailing
630	postage (everything sent bulk rate)
113	keying
600	programming and data analysis
100	computer costs
$2479	TOTAL

You should note that this estimate does not include a half-time project assistant.

If you have any questions, or need a more specific breakdown of the costs, please feel free to contact me.

cc:Ron Matross

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

FROM KREJCIE & MORGAN DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES EDUCATIONAL & PSYCHOLOGICAL MEASUREMENT 1970,30,607-610

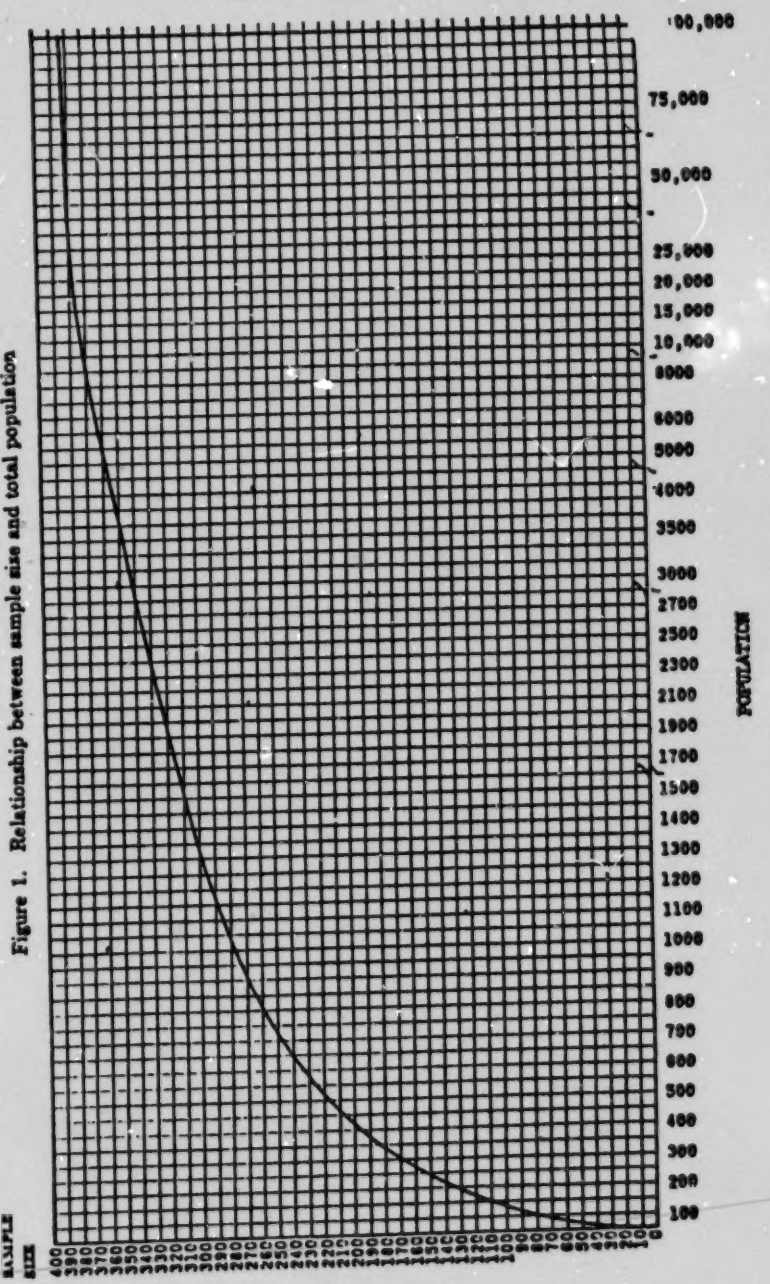


Figure 1. Relationship between sample size and total population

KEEPING TRACK OF MAILINGS

After the pre-letter has been mailed, a systematic method must be used to keep track of what goes out to and what comes in from each respondent. The system described here uses large labels that are put on index cards. The index cards are distributed among three boxes: MAILED OUT, RETURNED, and BAD ADDRESSES. (See diagram). The large labels contain a sequence number, the respondent's name and address, and other important information. The attached example shows the large label's information. (See "Sampling" section for explanation of label ordering and information specification.)

The MAIL OUT Box

First, each large label should be attached to a separate index card. Put all index cards with labels into the box marked MAIL OUT. It's important that the index cards be in sequence number order because each returned questionnaire will be checked in by the sequence number written on the front cover of the questionnaire. Cards that remain in the MAIL OUT box stand for respondents who should receive the next mailing.

Usually within a week after the pre-letter was mailed, the post office will send xerox copies of several envelopes which were mailed out. Each xerox is an address change notification for a respondent who gave a forwarding address to the post office. The address change notification allows more efficient contacting of respondents, so the address on the index card must be changed and put back in the MAIL OUT box. In addition, the old, incorrect address must be crossed out on all sets of mailing labels to avoid sending another item to the incorrect address. The correct address must be hand written on subsequent mailings to that respondent.

The RETURNED Box

When a respondent has returned a questionnaire, the corresponding index card must be removed from the MAIL OUT box, and the date the questionnaire

was returned should be noted on the index card. More specifically, the return date should be stamped on the questionnaire and on the index card. The index card should then be put in the box marked RETURNED. Cards in the RETURNED box represent respondents who won't need any more mailings. Subcategories of the RETURNED box may be needed to distinguish (1) good returns, i.e., completed ones, from (2) blank returns from those who refused to cooperate.

The BAD ADDRESSES Box

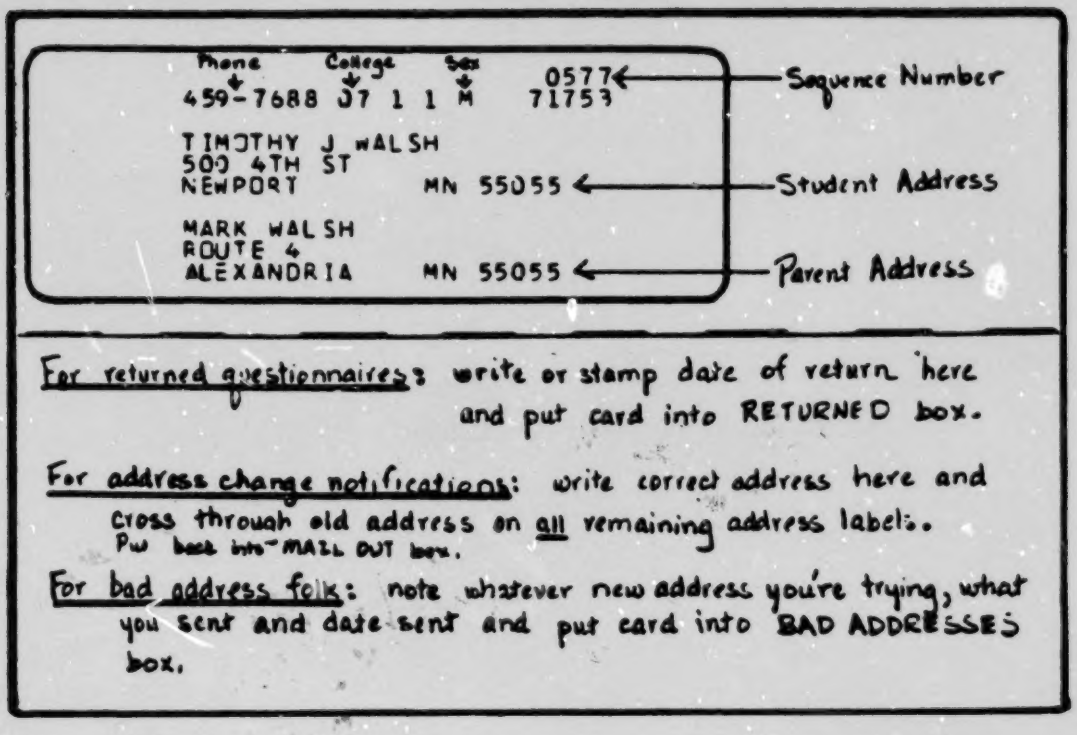
The last box is for BAD ADDRESSES. Occasionally the post office will return an envelope which has been stamped "No such address," "Undeliverable," or "No forwarding address." The index cards for these cases should be removed from the MAIL OUT box and put into the BAD ADDRESSES box. There are several ways to find new addresses: check phone books, use directory assistance, get help from the respondent's college office, or mail a questionnaire in care of the respondent's parents.

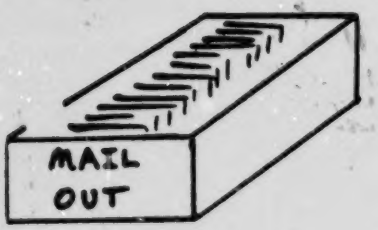
On the index card, the new address should be noted, as well as what is being mailed and the date of this mailing. In effect, the mailing process is started from scratch for these respondents, and followups should be sent at approximately weekly intervals. A disproportionate amount of effort may be needed to contact relatively few respondents, but it is important to try to include them. It is helpful to set aside one day a week to work on correcting BAD ADDRESSES, e.g., Wednesdays, when no big mailing is taking place.

IMPORTANT

Each time a questionnaire is mailed out, a sequence number must be written in the upper right hand corner of the front cover. This number must correspond to the sequence number on the mailing label, and it should have as many digits as the largest sequence number. That is, if the largest sequence number is three digits, then all questionnaire numbers should be

three digits long; e.g., 001,...011,...111. If questionnaires are not numbered carefully, it may be impossible to track down which respondent it is from.

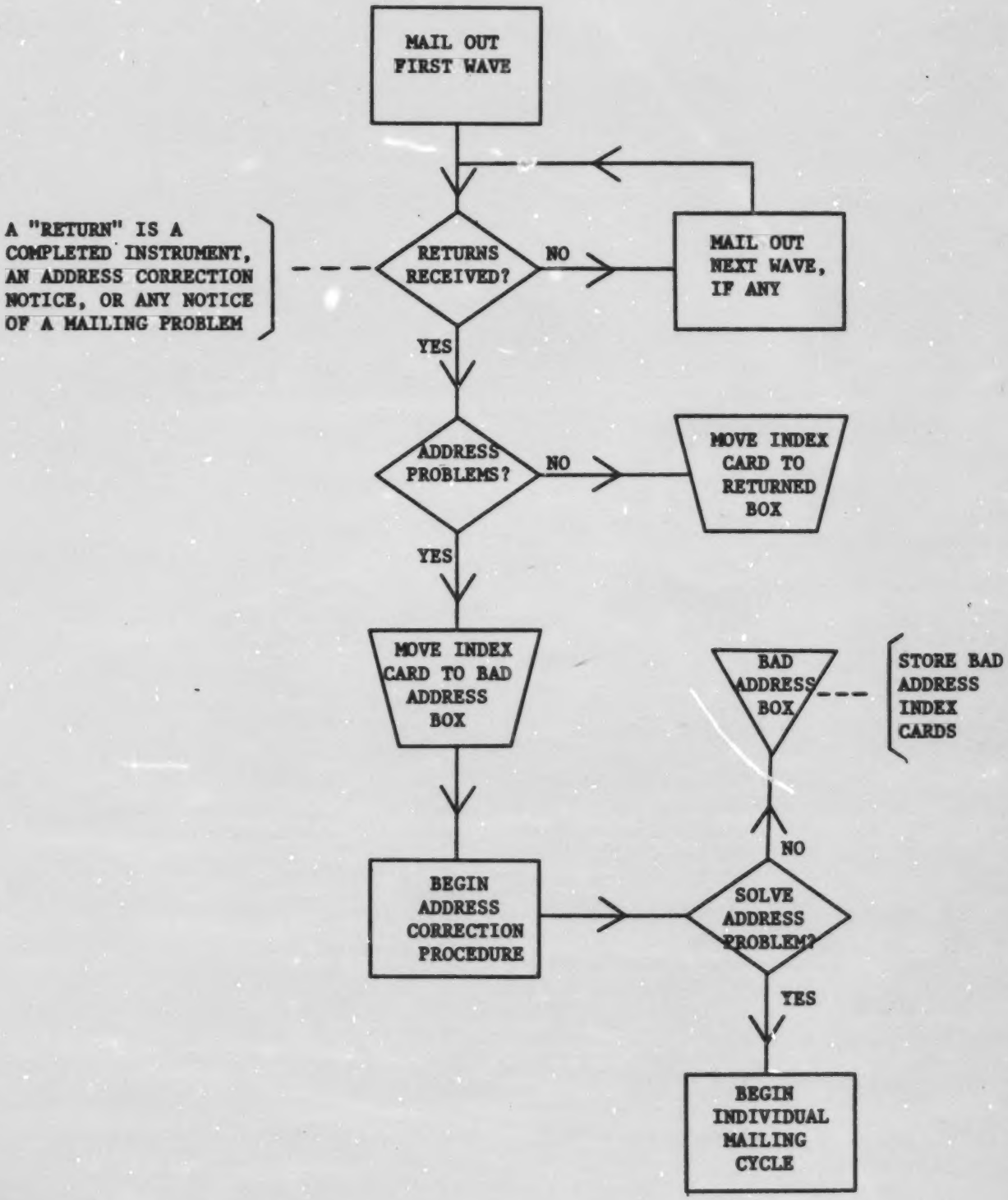

Phone
College
Sex
459-7688 J7 1 1 M 0577 71753
Sequence Number
TIMOTHY J WALSH
500 4TH ST
NEWPORT MN 55055
Student Address
MARK WALSH
ROUTE 4
ALEXANDRIA MN 55055
Parent Address
For returned questionnaires: write or stamp date of return here and put card into RETURNED box.
For address change notifications: write correct address here and cross through old address on all remaining address labels. Put back into MAIL OUT box.
For bad address folk: note whatever new address you're trying, what you sent and date sent and put card into BAD ADDRESSES box.


MAIL
OUT

RETURNED

BAD
ADDRESSES

MAILED SURVEY RETURNS TRACKING FLOWCHART



RESPONSE RATE CONSIDERATIONS

Crucial to a good response rate:

Logical, sensible Questionnaire

Many Follow-ups

Good Addresses

Response Rate Boosters Likely to be Cost Effective

Precontact (letter, card, or phone)

Premiums

Attractive Printing

Telephone follow-ups

Drop off surveys

Response Rate Boosters less likely to be cost effective

Personalization

Special Mail (Certified, Special Delivery, Telegrams)

Stamped return envelopes

Usually good ways to save money

Labels, pressure-sensitive or chesire

Business reply returns

Use of postcard pre-note

Word processor/Kroy composition, rather than type-setting

Usually bad ways to save money

Bulk Mail

Cheap printing

PRE LETTER

(SALUTATION ONLY IF PERSONALIZED)

IMPORTANT QUESTIONS HAVE BEEN RAISED ABOUT_____(TOPIC$)_____. THE_____(SPONSOR$)_____NEEDS TO KNOW_____QUESTION1$_____ QUESTION2$_____. TO HELP UNDERSTAND THESE ISSUES WE ARE CONDUCTING A STUDY OF_____GROUP$_____OPINION. WE WOULD VERY MUCH APPRECIATE YOUR BEING PART OF THE STUDY.

IN A FEW DAYS WE PLAN TO SEND YOU A SHORT SURVEY FORM, WHICH WE HOPE YOU WILL COMPLETE AND RETURN TO US. YOUR NAME HAS COME TO US IN A RANDOM SAMPLE OF_____GROUP$_____. AS PART OF A SMALL, REPRESENTATIVE GROUP, YOUR RESPONSES WILL HELP US TO UNDERSTAND THE VIEWS OF ALL_____GROUP$_____.

THE STUDY FINDINGS WILL HAVE AN IMPORTANT IMPACT ON_____ USE1$ AND_____USE2$_____.

IF YOU HAVE ANY QUESTIONS ABOUT THE STUDY PLEASE CALL ME (COLLECT IF NEEDED) AT ( )_____. I AM LOOKING FORWARD TO YOUR ASSISTANCE.

WITH THANKS IN ADVANCE,

COVER LETTER

(NO SALUTATION UNLESS PERSONALIZED)

BEGIN LETTER WITH THE THE TWO OR THREE MAJOR QUESTIONS ADDRESSED BY THE STUDY--WRITTEN IN QUESTION FORM

QUESTION 1$_____?
QUESTION 2$_____?

THE ANSWERS TO THESE QUESTIONS ARE NOT CLEAR. WE ESPECIALLY DO NOT KNOW THE TRUE OPINIONS OF ALL_____GROUP$_____ON THESE ISSUES. THAT IS WHY ARE ASKING YOU TO FILL OUT THE ENCLOSED SURVEY.

AS PART OF SMALL, SELECT GROUP, CHOSEN TO BE A CROSS-SECTION OF ALL _____GROUP$_____YOUR RESPONSES WILL HELP US TO GET A COMPLETE AND UNBIASED PICTURE OF_____GROUP$_____OPINION.

THE SURVEY FINDINGS WILL BE THOROUGHLY ANALYZED AND DISCUSSED. THEY WILL PLAY AN IMPORTANT ROLE IN_____SPONSOR$_____(PLANS, DECISIONS, PROGRAMS) ON_____TOPIC$_____.

I CAN ASSURE THAT WE WILL KEEP YOUR RESPONSES COMPLETELY CONFIDENTIAL. TO KEEP TRACK OF RETURNS WE USE NUMBERS ON THE SURVEY FORM RATHER THAN NAMES. AT NO TIME WILL WE IDENTIFY YOUR RESPONSES WITH YOUR NAME.

I HOPE THAT YOU WILL FIND THE SURVEY INTERESTING AND THAT YOU WILL COMPLETE IT WHILE YOU HAVE IT AT HAND. FOR YOUR CONVENIENCE IN REPLYING, WE HAVE ENCLOSED A POSTAGE-PAID SELF-ADDRESSED RETURN ENVELOPE. PLEASE CALL ME AT ( )_____(COLLECT IF NEEDED) IF YOU HAVE QUESTIONS OR COMMENTS ABOUT THE STUDY.

APPRECIATIVELY,

_____

P.S. IF YOU WOULD US TO SEND YOU A SUMMARY OF THE SURVEY FINDINGS, JUST WRITE ON THE BACK OF THE RETURN ENVELOPE "SURVEY RESULTS REQUESTED" ALONG WITH YOUR NAME AND ADDRESS. WE'LL SEND THEM OUT AS SOON AS WE'VE ANALYZED THE DATA.

ROSEVILLE
Next to Rosedale • 635-0355
1901 W. Highway 36
Roseville

BONAVENTURE
Next to Ridgedale • 545-5432
Plymouth Rd. and Highway 12
Minnetonka

THE GALLERIA
Across from Southdale • 925-1001
3460 West 70th Street, Edina

WESTBROOK MALL
Across from Brookdale • 566-0630
Brooklyn Blvd. and Xerxes Ave. N.
Brooklyn Center

GIFT CERTIFICATE

first class meal ticket

first class food

RAFFLE

IF YOU RETURN THE SURVEY BY MARCH 26, 1982, YOU WILL BE ELIGIBLE FOR THE RAFFLE TO WIN $10.00 GIFT CERTIFICATES AT "GOOD EARTH" RESTAURANTS & BAKERIES (FOUR LOCATIONS).

PLEASE NOTE: THE SURVEY IS PRINTED ON BOTH SIDES OF THE PAG

PLEASE RETURN THE SURVEY BY CAMPUS MAIL IN ENVELOPE PROVIDE

BEST COPY AVAILABLE

TELEPHONE FOLLOW-UP SCRIPT

HELLO, MAY I SPEAK TO_____NAME$_____

IF NOT IN, "DO YOU EXPECT HIM/HER TO BE BACK SOON?"

IF NOT, "IS THERE A GOOD TIME TO CALL BACK"

OR IF NOT REACHABLE THERE, "COULD YOU TELL ME WHERE I MIGHT BE ABLE TO REACH HIM/HER?"

BEFORE SIGNING OFF, IF PERSON IS COMING BACK ASK "COULD YOU HAVE HIM/HER CALL ME AT_____. THANKS.

IF PERSON IS IN. . . . .

"I'M_____FROM_____RESEARCHER$_____. I'M CALLING ABOUT OUR STUDY ON_____TOPIC$_____.

"DID YOU GET OUR SURVEY IN THE MAIL"
IF NO, GIVE BRIEF EXPLANATION OF THE STUDY. "WE'VE BEEN ASKED TO DO A SURVEY OF_____GROUP$_____OPINIONS OF_____TOPIC$_____. YOUR NAME CAME TO US IN A RANDOM SAMPLE OF_____GROUP$_____. WE SENT YOU A SHORT QUESTIONNAIRE, BUT IT APPARENTLY DIDN'T REACH YOU."

THE STUDY IS IMPORTANT AND WE'D REALLY LIKE YOU TO BE PART OF IT. I'D LIKE TO BE ABLE TO SEND YOU THE SURVEY FORM. WE HAVE YOUR ADDRESS LISTED AS _____
I GATHER THIS ISN'T RIGHT. COULD YOU TELL ME YOUR CORRECT ADDRESS.

I REALLY APPRECIATE TALKING TO YOU. WE'LL SEND THE SURVEY OUT RIGHT AWAY.

IF THEY HAVE RECEIVED IT. . . . .

"DO YOU STILL HAVE THE SURVEY?"
IF YES, SAY "IT'S REALLY IMPORTANT TO US THAT YOU FILL IT OUT. WE REALLY NEED TO HEAR FROM EVERYONE IN OUR SAMPLE IF WE'RE GOING TO DO A GOOD JOB"

PAUSE, DEAL WITH QUESTIONS OR COMMENTS. . . .

TELEPHONE FOLLOWUP SCRIPT, PAGE 2

IF RESISTANT, EMPHASIZE IMPORTANCE OF STUDY, BY SAYING (IF FEASIBLE). "THIS STUDY IS REALLY IMPORTANT TO US. WE'RE REALLY COMMITTED TO IT. IN FACT, WE'RE SO COMMITTED THAT WE WILL PERSONALLY PICK UP THE QUESTIONNAIRE FROM YOU IF YOU FILL IT OUT."

IF THEY DO NOT HAVE THE SURVEY...

"IT'S REALLY IMPORTANT TO US THAT YOU FILL IT OUT. WE NEED TO HEAR FROM EVERYONE IN OUR SAMPLE IF WE'RE GOING TO A GOOD JOB. WE'D LIKE TO SEND YOU ANOTHER ONE . . (PAUSE)
BEFORE WE DO WE'D LIKE TO CHECK YOUR ADDRESS. WE HAVE YOU LISTED AT___
_____. IS THAT RIGHT?

THANKS FOR LISTENING. WE REALLY APPRECIATE YOUR HELP.

ADDRESS TRACING LETTER

(NO SALUTATION UNLESS PERSONALIZED)

_____SPONSOR$_____IS CURRENTLY DEALING WITH THE ISSUES OF _____QUESTION1$___AND_____QUESTION2$_____. AS PART OF THIS EFFORT WE ARE CONDUCTING A SURVEY OF A SMALL SAMPLE OF_____GROUP$ _____, SCIENTIFICALLY SELECTED TO REPRESENT A CROSS-SECTION OF ALL _____GROUP$_____.

_____(WRITE IN NAME)_____IS ONE OF THE PERSONS WE HAVE SELECTED IN OUR SAMPLE. UNFORTUNATELY, WE ARE NOT SURE OF THEIR CURRENT ADDRESS, AND WE WOULD LIKE YOUR HELP IN UPDATING IT.

IF YOU ARE THE PERSON WE ARE LOOKING FOR, WE WOULD VERY MUCH APPRECIATE YOUR GIVING US YOUR CURRENT ADDRESS ON THE PREPAID CARD AND RETURNING IT TO US. WE WILL THEN SEND YOU A LETTER DESCRIBING OUR STUDY, ALONG WITH A SURVEY QUESTIONNAIRE. IF YOU ARE RELATED TO, OR KNOW THIS PERSON, WE WOULD BE GRATEFUL IF YOU WOULD PROVIDE A CURRENT ADDRESS ON THE CARD.

EVEN IF YOU CANNOT HELP US, WOULD APPRECIATE YOUR RETURNING THE CARD. IF YOU HAVE ANY QUESTIONS ABOUT THE STUDY PLEASE WRITE OR CALL ME (COLLECT IF NEEDED) AT ( )_____.

WITH THANKS FOR YOUR ASSISTANCE,

P.S. IF IT IS MORE CONVENIENT, YOU MAY CALL ME WITH THE ADDRESS INFORMATION AT THE NUMBER ABOVE.

SECOND FOLLOW-UP LETTER

(SALUTATION ONLY IF PERSONALIZED--PERSONALIZATION DEFINITELY PREFERRED AT THIS POINT, EVEN IF JUST WRITTEN IN)

WE'VE BEEN TABULATING THE RETURNS OF OUR SURVEY ON _____TOPIC$ _____, AND WE NOTED THAT WE HAD NOT RECEIVED A REPLY FROM YOU. WE KNOW THAT WE ARE ASKING YOU TO DO US A FAVOR, BUT WE REALLY WOULD APPRECIATE HEARING FROM YOU. TO HELP YOU REPLY, WE HAVE ENCLOSED ANOTHER COPY OF THE SURVEY AND A RETURN ENVELOPE.

DOES IT REALLY MATTER IF YOU COMPLETE THE SURVEY? YES, DEFINITELY! YOU ARE PART OF A SCIENTIFICALLY SELECTED CROSS-SECTION OF _____ GROUP$_____. IF WE ARE TO GET A CLEAR PICTURE OF WHAT _____ GROUP$_____REALLY THINK OF_____TOPIC$_____ WE NEED TO HEAR FROM EVERY PERSON IN THE STUDY SAMPLE.

THE ____SPONSOR$_____NEEDS TO KNOW WHAT ALL _____GROUP$_____ THINK, AND A SURVEY IS THE ONLY WAY TO GET A TRULY REPRESENTATIVE PICTURE. YOU THE STUDY WILL PROVIDE IMPORTANT INFORMATION ON _____ TOPIC$ _____THAT JUST CAN'T BE OBTAINED IN ANY OTHER WAY.

THUS I HOPE THAT YOU WILL SPEND A FEW MINUTES TO COMPLETE THE SURVEY. AGAIN YOU CAN BE ASSURED THAT WE WILL KEEP YOUR RESPONSES COMPLETELY CONFIDENTIAL. AS SOON AS WE HEAR FROM YOU, WE WILL REMOVE YOUR NAME FROM OUR MAILING LIST.

I WOULD BE HAPPY TO TALK TO YOU ABOUT THE STUDY IF YOU WANT TO CALL ME (COLLECT) AT ( )_____.

THANKS AGAIN FOR YOUR PATIENCE AND COOPERATION.

SINCERELY,

P.S. A SPECIAL THANKS IF YOU HAVE ALREADY RETURNED THE SURVEY. SOMETIMES IT TAKES A WHILE FOR OUR MAIL TO BE DELIVERED TO US.

FINAL FOLLOW-UP REMINDER

(PERSONALIZED ADDRESS)

DEAR_____

I AM WRITING TO YOU ABOUT OUR STUDY OF____GROUP$ _____TOPIC$ WE HAVE NOT YET RECEIVED YOUR COMPLETED QUESTIONNAIRE.

WE HAVE RECEIVED A LARGE NUMBER OF QUESTIONNAIRES ALREADY. BUT WHETHER WE WILL BE ABLE TO DESCRIBE HOW GROUP$___FEEL ON THESE IMPORTANT ISSUES DEPENDS ON YOU AND THE OTHERS WHO HAVE NOT YET RESPONDED. THIS IS BECAUSE PAST EXPERIENCES TELL US THAT THOSE OF YOU HAVE NOT SENT IN YOUR SURVEYS MAY HAVE QUITE DIFFERENT OPINIONS ABOUT ____TOPIC$_____THAN THOSE WHO HAVE.

THE STUDY WAS STARTED BECAUSE____SPONSOR$_____IS SINCERELY COMMITTED TO GETTING A GENUINELY ACCURATE VIEW OF____GROUP$_____. THIS ACCURACY IS CRUCIAL BECAUSE THE STUDY FINDINGS WILL BE WIDELY READ AND ARE LIKELY TO HAVE A STRONG IMPACT ON_____ISSUE1$ AND ISSUE2$_____.

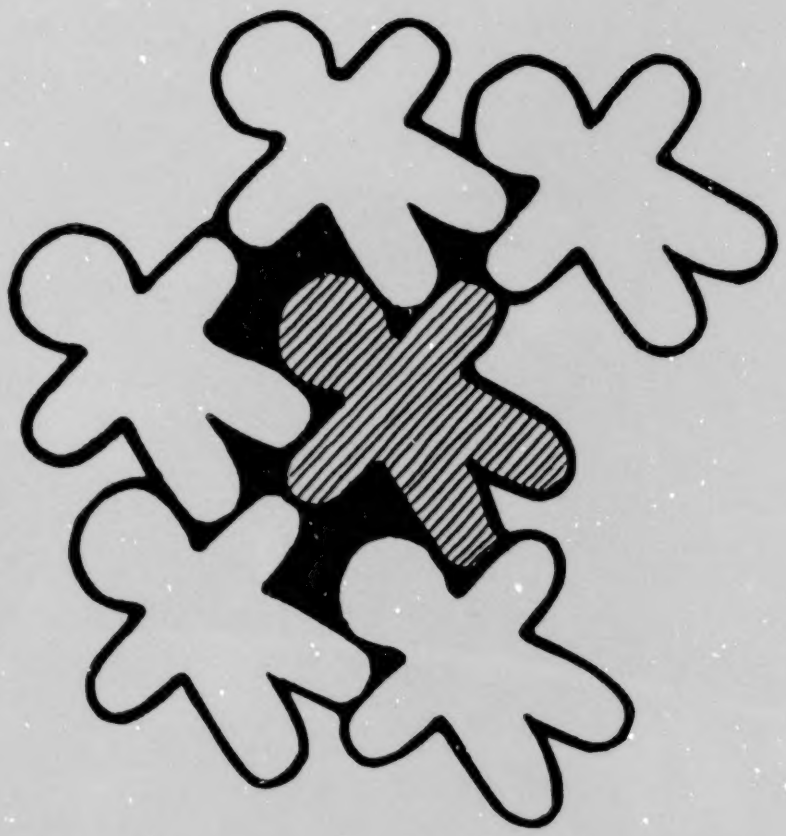
THUS I WOULD ASK THAT YOU WOULD COMPLETE THE ENCLOSED QUESTIONNAIRE AND RETURN IT TO US IN THE ENCLOSED POSTAGE PAID ENVELOPE. YOU WILL BE CONTRIBUTING BOTH TO BETTER INFORMATION, AND HOPEFULLY BETTER DECISIONS ABOUT____TOPIC$_____. THE SURVEY WILL TAKE ONLY A FEW MINUTES.

AGAIN, I INVITE YOUR QUESTIONS OR COMMENTS ABOUT THE STUDY. IF THERE ARE PARTS OF THE QUESTIONNAIRE THAT SEEM CONFUSING, OR IF YOU WONDER WHETHER YOU BELONG IN OUR SAMPLE, PLEASE GIVE ME A CALL (COLLECT IF NEEDED) AT ( )_____.

I LOOK FORWARD TO HEARING FROM YOU SOON.

SINCERELY,

P.S. IT IS ALWAYS POSSIBLE THAT OUR PREVIOUS CORRESPONDENCE DID NOT REACH YOU. IF THAT'S THE CASE GIVE ME A CALL RIGHT AWAY. ALSO, LET ME KNOW IF YOU HAVE ALREADY SENT THE SURVEY IN.



A special thanks
if you've already
returned the survey.

Our picture won't be complete until we hear from you.

We'd really appreciate your returning our followup survey of attitudes toward foreign students. With your help we'll get a complete picture of the attitudes of American students and the impact of recent events on these attitudes.

For your convenience, we've enclosed another copy of the survey.

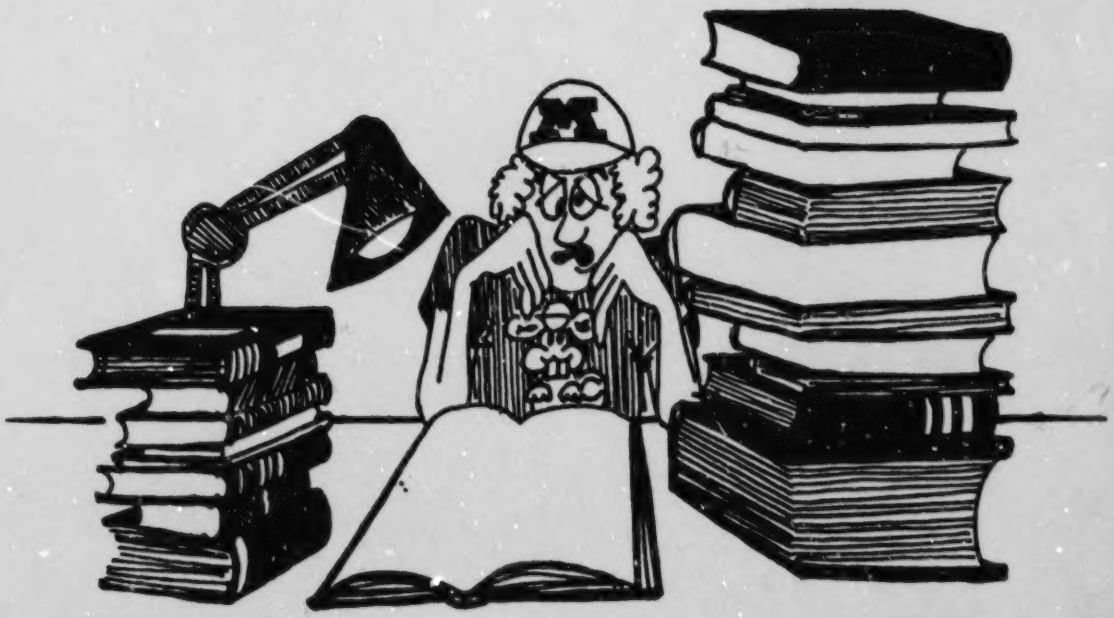
Thanks,

Ron Matross

Ronald Matross
Director, University Poll

9 Morrill Hall
373-4862

U S
MAIL



US MAIL

We're still hanging on

for your reply.

We really want to include your opinions in our U of M transfer student survey. We hope you can take a few minutes to fill out the questionnaire you received recently.
Thanks! Thanks especially if you've sent it to us already.
I you have any questions or need another survey call COLLECT...Lou Branca
(612) 373 3030

FORMER STUDENT SURVEY (612) 373-4862

PLEASE COMPLETE AND RETURN THIS CARD

☐ The address given is incorrect. I have corrected it.

☐ The address given is correct.

☐ I do not know the current address of the person above.

Thank you.

We're sorry!

Our mailperson can't explain

what happened to your

questionnaire on attitudes

toward foreign students.

Could you fill out another one?

Thanks,

Student Life Studies and Planning

9 Morrill

373-4862

TAPED/GLUED RULER

Thanks for your answer!

How does the University of Minnesota measure up?

UNIVERSITY OF MINNESOTA
260 Williamson Hall
Minneapolis, Minnesota

The answer is found in the experiences and opinions of our graduates. May we have the the benefit of your experience?

Your response matters. Each college and program needs to hear from all its graduates even if their time at the University was short or their program specialized. (If some questions don't seem to apply, please answer those that do.) Only if everyone responds will we have an accurate measure of your college or program.

With your help

- —the students who follow you will be able to make better informed choices;
- —faculty and administrators will get a candid evaluation of their work.

The answer will come from the people best qualified to judge—you.

FORMER STUDENT SURVEY

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QUESTIONNARE DESIGN PRINCIPLES

FROM DILLMAN'S TOTAL DESIGN METHODS

- LOGICAL ORGANIZATION (BY SUBJECT; IF POSSIBLE)
- VERTICAL FLOW (MORE PLEASANT AND REINFORCING)
- HEADINGS AND TRANSITION STATEMENTS (SHORT, NON-BIASING RATIONALES)
- INTERESTING FIRST QUESTION (NOT TOO HARD, INVOLVING, NOT DEMOGRAPHICS)
- BOOKLET FORMAT (MORE PROFESSIONAL--IF BUDGET ALLOWS)
- NUMBERED RESPONSE CATEGORIES (YOUR KEYPUNCHER WILL LOVE YOU FOR THIS)
- DIRECTIONS ON HOW TO RESPOND (USUALLY EXPLICIT FOR EACH ITEM, CIRCLE OR WRITE IN)
- DIFFERENT TYPE FACES FOR QUESTIONS AND RESPONSES (CLEARER)
- ATTRACTIVE COVER OR LOGO ON QUESTIONNAIRE (MORE PROFESSIONAL)

PART 2/OPINIONS ABOUT FEE-SUPPORTED SERVICES — HORIZONTAL FLOW--COMPACT BUT DIFFICULT

Below is a list of fee-supported organizations and the major services they provide. First, please circle (a) Whether or not you have used the service or attended one of its programs in the past year. Then circle (b) How important is it to you to have the service available at the University, and (c) Whether you feel the service should be funded by student fees.

	(a) Have you used this service in the past year? (Circle one.)		(b) How important is this service? (Circle one.)			(c) Should this service be funded by student fees? (Circle one.)	
	Yes	No	Very important (VI)	Somewhat important (SI)	Not important (NI)	Yes	No
1. BOARD OF STUDENT PUBLICATIONS							
Principal activity is support of publication of Minnesota Daily, campus newspaper. (*Do you read the Daily regularly?)	Y*	N*	VI	SI	NI	Y	N
2. BOYNTON HEALTH SERVICE							
Outpatient Services: Routine medical exams, medical care and health, including chemical dependency counseling; allergy testing and treatment, etc.	Y	N	VI	SI	NI	Y	N
3. TWIN CITIES STUDENT ASSEMBLY, ALL CAMPUS COUNCIL, ST. PAUL BOARD OF COLLEGES, COUNCIL OF GRADUATE STUDENTS							
All-campus student governance system, carries out programs for student interests and representation in University governance.	Y	N	VI	SI	NI	Y	N
4. MINNESOTA UNION							
Coffman Memorial Union							
Physical Facilities: Lounges, washrooms, information desk.	Y	N	VI	SI	NI	Y	N
Programs: CUPC, Mini-courses, lectures, movies, concerts, dances.	Y	N	VI	SI	NI	Y	N
Services: Food service, artcraft studio, music listening center, recreational/outing rental, bowling, gallery, etc.	Y	N	VI	SI	NI	Y	N
Facilities: Meeting/conference rooms, visiting groups located in union.	Y	N	VI	SI	NI	Y	N
St. Paul Student Center							
Physical Facilities: Lounge, washrooms, information desk.	Y	N	VI	SI	NI	Y	N
Programs: Mini-courses, concerts, lectures, movies, dances.	Y	N	VI	SI	NI	Y	N
Services: Food service, recreational/outing rental, bowling, etc.	Y	N	VI	SI	NI	Y	N
Facilities: Meeting/conference rooms, visiting groups located in SPCS.	Y	N	VI	SI	NI	Y	N
West Bank Union							
Physical Facilities: Lounge, information desk.	Y	N	VI	SI	NI	Y	N
Programs: Lectures, movies, concerts.	Y	N	VI	SI	NI	Y	N
Services: Information, lost/found.	Y	N	VI	SI	NI	Y	N
Facilities: Gallery, student organization support.	Y	N	VI	SI	NI	Y	N
5. RECREATIONAL SPORTS							
Intramurals: Competitive opportunities in 25 different sports through leagues, meets, and tournaments.	Y	N	VI	SI	NI	Y	N
Sports Clubs: Provides participation opportunities in student-administered clubs in different sports areas.	Y	N	VI	SI	NI	Y	N
Self-service Sports: Informal opportunities for participation in tennis, swimming, basketball, jogging, etc.	Y	N	VI	SI	NI	Y	N
6. STUDENT AID FUND							
Financial aid to students who cannot afford the total cost of attending school.	Y	N	VI	SI	NI	Y	N
7. MUSIC PROGRAMS							

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STATESMAN ($1.60)

/1-3
1 /4

The STATESMAN is the official weekly newspaper of UND, written by students for the student body, faculty, and staff. (Circle number of your answer.)

Q-1 How often do you read or look at the STATESMAN? /5

1 LESS THAN ONCE A MONTH
2 ABOUT ONCE A MONTH
3 TWO OR THREE TIMES A MONTH
4 EVERY ISSUE

Q-2 How important is it to you to have a UND campus newspaper?

1 NOT AT ALL IMPORTANT
2 SLIGHTLY IMPORTANT
3 MODERATELY IMPORTANT
4 FAIRLY IMPORTANT
5 VERY IMPORTANT

Q-3 Do you approve or disapprove of paying a fee for the STATESMAN?

1 STRONGLY DISAPPROVE
2 DISAPPROVE
3 NEITHER APPROVE NOR DISAPPROVE
4 APPROVE
5 STRONGLY APPROVE

WDTH FM 103.3 ($1.75)

WDTH is a public radio station located on the campus. The station operates every day providing alternative programs of music, educational talk shows, news, and information. (Circle number of your answer.)

Q-4 Before now had you read or heard about WDTH?

1 YES
2 NO ⟶ SKIP TO Q-8

Q-5 Do you currently listen to WDTH?

1 YES
2 NO, BUT I USED TO LISTEN ⟶ SKIP TO Q-8
3 NO, I'VE NEVER LISTENED ⟶ SKIP TO Q-8

Q-6 How satisfied are you with its programs?

1 NOT AT ALL SATISFIED
2 SLIGHTLY SATISFIED
3 MODERATELY SATISFIED
4 FAIRLY SATISFIED
5 VERY SATISFIED

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VERTICAL FLOW--LONGER BUT EASIER

Q-7 How many hours a week do you listen to WDTH? /12

1 ONE TO TWO HOURS
2 THREE TO FOUR HOURS
3 FIVE TO SIX HOURS
4 SEVEN TO EIGHT HOURS
5 NINE OR MORE HOURS

Q-8 Do you approve or disapprove of paying a fee for WDTH?

1 STRONGLY DISAPPROVE
2 DISAPPROVE
3 NEITHER APPROVE NOR DISAPPROVE
4 APPROVE
5 STRONGLY APPROVE

Q-9 How important is it to you to have a radio station located on the UND campus?

1 NOT AT ALL IMPORTANT
2 SLIGHTLY IMPORTANT
3 MODERATELY IMPORTANT
4 FAIRLY IMPORTANT
5 VERY IMPORTANT

Q-10 In general, what type of music do you listen to most frequently on records, radio, etc? /13-16

0 DON'T LISTEN
1 COUNTRY
2 JAZZ
3 FOLK
4 ROCK
5 CLASSICAL
6 OTHER: (PLEASE SPECIFY) _____

Q-11 In general, what time of day do you most frequently listen to the radio? /17-18

0 DON'T LISTEN
1 MORNING (6 A.M. TO NOON)
2 AFTERNOON (NOON TO 6 P.M.)
3 EVENING (6 P.M. TO 10 P.M.)
4 NIGHT (10 P.M. TO 2 A.M.)

Q-12 Please write in the station call letters or radio frequency of the radio station you listen to most frequently. /19-20

_____ or _____
(Call letters) (Radio frequency)

_____ Check here if you don't listen to the radio.

U OF M CIVIL SERVICE WELLNESS SURVEY

Finding Out About Employees' Health and Wellness Needs

Instructions

- Please answer all the questions by circling or writing in an answer.
- Your responses will be kept strictly confidential. The number on this survey is for follow-up purposes only. Individuals will not be identified in any report.
- Questions about the survey? Call (612) 373-7781 or 373-4862.
- Return the questionnaire in the enclosed envelope to:

Civil Service Wellness Survey
University of Minnesota
145 Peik Hall
159 Pillsbury Drive, Southeast
Minneapolis, MN 55455

THANK YOU.

GENERIC LOGO FOR QUESTIONNAIRES AND LETTERS

TABLE 3

STATISTICALLY OPTIMAL SCALES OF FREQUENCY (WITH PERCENTAGE OF OVERLAP BETWEEN SCALE POINTS)

No. points in scale					
9	8	7	6	5	4
8 Always 24%	7 Always 24%	6 Always 24%	5 Always 5%	4 Always 2%	3 Always <1%
7 Continually 21%	6 Continually 21%	5 Constantly 4%	4 Frequently, if not always 8%	3 Very often 12%	2 Often <1%
6 Very often 24%	5 Very often 13%	4 Often 25%	3 Quite often 1%	2 Fairly many times <1%	1 Sometimes <1%
5 Quite often 42%	4 Rather frequently 2.5%	3 Fairly many times 6%	2 Sometimes 10%	1 Occasionally <1%	0 Never
4 Fairly many times 6%	3 Sometimes 45%	2 Sometimes 10%	1 Once in a while 2%	0 Never	
3 Sometimes 45%	2 Now and then 16%	1 Once in a while 2%	0 Never		
2 Occasionally 16%	1 Not often 7%	0 Never			
1 Not very often 7%	0 Never				
0 Never					

Note. Each percentage shown represents the overlap in distribution between the accompanying entry's scale point and the scale point directly below that entry. For example, there is 24% overlap in response distributions between response at Point 8 and response at Point 8 in the 9-point scale.

points increases) so does the percentage of overlap between the distribution of adjacent scale points. As the scale becomes more coarse (fewer scale points) there is correspondingly less overlap between distributions.

CONCLUSION

We have demonstrated, at least, for three samples of judges at different age, educational, and occupational levels, and for important and unimportant issues, that it is possible to fix quantitative meanings that are associated with verbal judgments of frequency and amount. Furthermore, we have specified expressions of frequency and amount that bear integer relations with each other for 4-point to 9-point scales. Also, we have been able to specify the percentage of overlap of judgments between adjacent points on a given scale.

What we provide in this study are a relatively stable set of positive numbers, beginning at zero, for summarizing the increases associated with modifying expressions of frequency and amount. The results should be useful to scale developers. Scales using the expressions listed should be more comparable quantitatively. If the judgment "sometimes" is set at 19, the judgment "always" has a reliable numerical equivalent of 58 in people's minds. Many summary operations, obviously, are easier to perform using such numbers, as opposed to the words themselves, particularly if the numbers are in a ratio scale with an absolute zero.

Another interesting use of the point scales

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TABLE 4

STATISTICALLY OPTIMAL SCALES OF AMOUNT (WITH PERCENTAGE OF OVERLAP BETWEEN SCALE POINTS)

No. points in scale					
9	8	7	6	5	4
8 All 44%	7 All 39%	6 All 18%	5 All 10%	4 All 2%	3 All <1%
7 An exhaustive amount of 18%	6 Almost entirely 31%	5 An extraordinary amount of 7%	4 Almost completely 16%	3 An extreme amount of 3%	2 A great amount of <1%
6 An extreme amount of 29%	5 An extreme amount of 8%	4 A great amount of 17%	3 Very much 2%	2 Quite a bit of <1%	1 A moderate amount of <1%
5 A great deal of 20%	4 A lot of 7%	3 Quite a bit of 5%	2 Fairly much <1%	1 Some <1%	0 None
4 Quite a bit of 5%	3 Fairly much 9%	2 A moderate amount of 12%	1 To some degree <1%	0 None	
3 An adequate amount of 32%	2 Some 9%	1 Somewhat 2%	0 None		
2 Some 5%	1 A limited amount of 4%	0 None			
1 A little 6%	0 None				
0 None					

Note. Each percentage shown represents the overlap in distribution between the accompanying entry's scale point and the scale point directly below that entry. For example, there is 44% overlap in response distributions between response at Point 7 and response at Point 8 for the 9-point scale.

and their numerical equivalents would be to locate the verbal expression most closely matching a mean result that fell between two scale points, for example, suppose the 5-point scale of frequency (Table 3) had been used in a study of some substantive issue, and the mean result for a group of respondents came to 3.5, halfway between "always" and "very often." Table 1 indicates that the expression "continually" (50.16) lies just about halfway between "always" (58.01) and "very often" (42.45). Therefore, "continually" would represent the mean position of the respondents.

Serious errors of labeling alternatives in previously developed scales can also be located. For instance, the Leader Behavior Description Questionnaire (LBDQ) is a popular behavior checklist which uses a 5-point scale ranging from *virtually always* to *virtually never*, with the scale midpoint labeled "occasionally." Note in Table 3 that "occasionally" is one whole interval away from the midpoint of the 5-point scale based on magnitude estimation.

More precision can be obtained for linguistic translations. Just how equivalent are the French "toujours", Spanish "siempre" and English "always"? For cross-language contracts, treaties and agreements, the possibility arises of using the universal language of mathematics to locate zones of disagreement between what were purported to be the same statements in different languages.

It has been generally understood that the

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Demographic Items

Age

What was your age on your last birthday?

____ YEARS

Campus Time

On which campus of the University did you spend more time last week, the Minneapolis Campus or the St. Paul Campus? (Circle number)

1 MINNEAPOLIS CAMPUS
2 ST. PAUL CAMPUS

Citizenship

Which of the following categories describes your citizenship? (Circle number)

1 U.S. CITIZENSHIP
2 IMMIGRANT VISA STATUS
3 VISA TYPE F-1, H-1, or H-2
4 OTHER (SPECIFY)_____

Class

Your class? (Circle number)

1 FRESHMAN (COMPLETED 45 CREDITS OR LESS)
2 SOPHOMORE (COMPLETED 46 TO 90 CREDITS)
3 JUNIOR (COMPLETED 91 to 135 CREDITS)
4 SENIOR (COMPLETED 136 CREDITS OR MORE)

What is your year in college? (Circle number)

1 FRESHMAN
2 SOPHOMORE
3 JUNIOR
4 SENIOR
5 GRADUATE STUDENT
6 ADULT SPECIAL

College

In what college are you enrolled? (Write in)

_____ COLLEGE

Commuter

Do you consider yourself a commuter student? (Circle number)

1 YES
2 NO

Credit Load

Write in the number of credits for which you are registered or will register for each quarter listed below.

____ FALL, 198_

____ WINTER, 198_

____ SPRING, 198_

How many credits are you currently registered for this _____ Quarter? (Circle number)

1 0 (NOT REGISTERED)
2 1 TO 5 CREDITS
3 6 OR MORE CREDITS

How many credits are you registered for at the "U" this _____ Quarter? (Circle number)

1 NONE, NOT REGISTERED
2 NONE, THESIS ONLY OR CONTINUOUS REGISTRATION
3 1 TO 5 CREDITS
4 6 OR MORE CREDITS

Education

Are you now attending or enrolled in school? If yes, is that full time or part time?

1 YES, FULL-TIME
2 YES, PART TIME
3 NO

What is your highest academic degree? (Circle number)

1 DOCTORATE
2 SPECIALIST
3 MASTERS
4 BACHELORS
5 ASSOCIATE
6 HIGH SCHOOL

Employment

Are you presently employed? (Circle number)

1 YES
2 NO

How many hours a week are you employed? (Circle number)

1 1 TO 10 HOURS
2 11 TO 20 HOURS
3 21 TO 30 HOURS
4 31 TO 40 HOURS
5 MORE THAN 40 HOURS

Ethnicity

If you are a U.S. citizen, what is your ethnic/racial background? (Circle number)

1 AMERICAN INDIAN/NATIVE ALASKAN
2 ASIAN/PACIFIC ISLANDER
3 BLACK (NON-HISPANIC)
4 CHICANO (MEXICAN-AMERICAN)
5 OTHER HISPANIC ORIGIN
6 WHITE (NON-HISPANIC)

Foreign Student

Do you consider yourself a foreign (international) student? (Circle number)

1 YES
2 NO

Fraternity/Sorority Membership

Are you currently a member of a fraternity or sorority? (Circle number)

1 YES, I'M A FRATERNITY MEMBER
2 YES, I'M A SORORITY MEMBER
3 NO

Income

a. Individual

Estimate your total earnings during the academic year 198_ - 198_. (Write in the dollar amount)

$_____

What is your annual salary range? (Circle number)

1 LESS THAN $5,000
2 5,000 TO 9,999
3 10,000 TO 14,999
4 15,000 TO 19,999
5 20,000 TO 24,999
6 25,000 TO 29,999
7 30,000 TO 34,999
8 35,000 TO 39,999
9 40,000 OR MORE

(Alternative question wording):
What was your total income last year before taxes? (Circle number)

Income (continued)

b. Household/Family

What was your total family (household) income last year before taxes? (Circle number)

1 LESS THAN $5,000
2 5,000 TO 9,999
3 10,000 TO 14,999
4 15,000 TO 19,999
5 20,000 TO 24,999
6 25,000 TO 29,999
7 30,000 TO 34,999
8 35,000 TO 39,999
9 40,000 OR MORE

Please estimate your parents' or guardians' total income for 198_ before taxes. (Write in the dollar amount.)

$_____

☐ Check here if parents/guardians are deceased.

Income Sources

Which of the following are sources of funding for your schooling? (Circle number of all that apply.)

1 PARENTS OR GUARDIANS (DO NOT INCLUDE FREE ROOM AND BOARD)
2 FEDERAL AND STATE GRANTS AND SCHOLARSHIPS
3 G.I. BILL, DISABLED VETERANS REHABILITATION, SOCIAL SECURITY
4 PRIVATE SCHOLARSHIPS, INCLUDING ROTC
5 FEDERAL OR STATE LOANS FOR WHICH THE APPLICATION WAS SUBMITTED TO THE STUDENT FINANCIAL AID OFFICE
6 LOANS FOR WHICH APPLICATION WAS SUBMITTED DIRECTLY TO BANKS, CREDIT UNIONS, OR ON INSURANCE POLICIES
7 EMPLOYMENT DURING SCHOOL TERM (INCLUDE WORK/STUDY)
8 SPOUSE'S EMPLOYMENT DURING SCHOOL TERM
9 OWN EMPLOYMENT DURING SUMMER 198_
10 OWN SAVINGS
11 OTHER, PLEASE SPECIFY SOURCE:_____

Major

What is your current major? (Write in. If undecided, write "NONE").

_____ MAJOR

Marital Status

What is your marital status? (Circle number)

1 NOT MARRIED
2 MARRIED

Marital Status (continued)

(Alternative response categories):

1 PRESENTLY MARRIED
2 DIVORCED/SEPARATED
3 WIDOWED
4 NEVER MARRIED

Are you married? (Circle number)

1 YES
2 NO

Registration

Were you registered at the University of Minnesota, Twin Cities Campus, for the following quarters? (Circle numbers)

YES	NO	
1	2	FALL, 198_
1	2	WINTER, 198_
1	2	SPRING, 198_

Religion

a. Root Question

What is your religion, if any? (Circle number)

1 PROTESTANT
2 CATHOLIC
3 JEWISH
4 NONE
7 OTHER (SPECIFY)_____

What is your religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?

1 PROTESTANT
2 CATHOLIC
3 JEWISH
4 NONE
7 OTHER (SPECIFY)_____

b. Denomination Probes

If Protestant:

What denomination is that, if any? (Circle number)

1 BAPTIST
2 METHODIST
3 LUTHERAN
4 PRESBYTERIAN
5 EPISCOPALIAN
6 OTHER (SPECIFY)_____
7 NO DENOMINATION

Religion (continued)

If Jewish:

1 ORTHODOX
2 CONSERVATIVE
3 REFORMED
4 SOMETHING ELSE (SPECIFY)_____

If Orthodox:

Is that Russian, Greek, Armenian, or what? (Circle number)

1 RUSSIAN
2 GREEK
3 ARMENIAN
4 OTHER (SPECIFY)_____

Residence

a. Which of the following categories comes closest to the type of place you were living in when you were 16 years old? (Circle number)

1 IN OPEN COUNTRY, BUT NOT ON A FARM
2 ON A FARM
3 IN A SMALL CITY OR TOWN (UNDER 50,000)
4 IN A MEDIUM SIZE CITY (50,000 to 250,000)
5 IN A SUBURB NEAR A LARGE CITY
6 IN A LARGE CITY (OVER 250,000)

(Current)
b. Where do you live during each quarter of the academic year? (Circle one number for each quarter)

FALL 198_	WINTER 198_	SPRING 198_	
1	1	1	PARENTS' OR RELATIVES' RESIDENCE
2	2	2	DORMITORY, FRATERNITY, OR SORORITY
3	3	3	APARTMENT OR RENTED HOUSE
4	4	4	SELF-OWNED RESIDENCE

Sex

What is your sex? (Circle number)

1 MALE
2 FEMALE

Travel Distance

What is the distance one-way from your current residence to the U of M? (Circle number)

1 LESS THAN 1 MILE
2 1 TO 5 MILES
3 6 TO 10 MILES
4 11 TO 20 MILES
5 21 TO 30 MILES
6 31 TO 40 MILES
7 MORE THAN 40 MILES

Example Response Categories

Response categories for fixed-choice questions usually follow well established patterns. The following examples illustrate sets of response categories frequently used in questions about amount, agreement/disagreement, frequency, etc. The exact form used may vary depending on the specific question being asked.

Agreement/Disagreement

1 STRONGLY AGREE	1 STRONGLY AGREE
2 AGREE	2 MILDLY AGREE
3 UNDECIDED (OR UNCERTAIN)	3 UNCERTAIN
4 DISAGREE	4 MILDLY DISAGREE
5 STRONGLY DISAGREE	5 STRONGLY DISAGREE

Amount

1 NONE	1 NOT AT ALL
2 A LITTLE	2 SLIGHT
3 SOME	3 MODERATE
4 QUITE A BIT	4 CONSIDERABLE
5 A GREAT DEAL	5 GREAT
	6 NO OPINION
1 A GREAT DEAL	1 A VERY GREAT DEAL
2 ONLY SOME	2 A GREAT DEAL
3 HARDLY ANY	3 QUITE A BIT
	4 A FAIR AMOUNT
	5 SOME
	6 A LITTLE
	7 NONE

Approval/Disapproval

1 DISAPPROVE	1 STRONGLY DISAPPROVE
2 MOSTLY DISAPPROVE	2 DISAPPROVE
3 NEUTRAL (OR UNDECIDED)	3 NEUTRAL (OR UNDECIDED)
4 MOSTLY APPROVE	4 APPROVE
5 APPROVE	5 STRONGLY APPROVE

Frequency

1 NEVER	1 ALMOST EVERY DAY
2 LESS THAN ONCE A MONTH	2 AT LEAST ONCE A WEEK
3 ONCE OR TWICE A MONTH	3 ONCE OR TWICE A MONTH
4 THREE OR FOUR TIMES A MONTH	4 A FEW TIMES A YEAR
5 MORE THAN FOUR TIMES A MONTH	5 NEVER

Frequency (continued)

1 NEVER	1 NEVER
2 SELDOM	2 RARELY
3 SOMETIMES	3 OCCASIONALLY
4 OFTEN	4 FAIRLY OFTEN
5 ALWAYS	5 FREQUENTLY

Happiness

1 VERY HAPPY
2 PRETTY HAPPY
3 NOT TOO HAPPY

Importance

1 NOT AT ALL	1 NOT IMPORTANT
2 SLIGHTLY	2 SOMEWHAT IMPORTANT
3 MODERATELY	3 IMPORTANT
4 FAIRLY	4 VERY IMPORTANT
5 VERY	5 EXTREMELY IMPORTANT
1 VERY IMPORTANT	1 EXTREMELY IMPORTANT
2 SOMEWHAT IMPORTANT	2 VERY IMPORTANT
3 NEUTRAL	3 FAIRLY IMPORTANT
4 SOMEWHAT UNIMPORTANT	4 NOT TOO IMPORTANT
5 VERY UNIMPORTANT	5 NOT AT ALL IMPORTANT

Likelihood

1 VERY LIKELY	1 DEFINITELY WON'T
2 FAIRLY LIKELY	2 PROBABLY WON'T
3 UNCERTAIN	3 PROBABLY WILL
4 FAIRLY UNLIKELY	4 DEFINITELY WILL
5 VERY UNLIKELY	

Satisfaction/Dissatisfaction

1 VERY DISSATISFIED	1 VERY DISSATISFIED
2 SOMEWHAT DISSATISFIED	2 MILDLY DISSATISFIED
3 NEITHER SATISFIED NOR DISSATISFIED	3 UNCERTAIN
4 SOMEWHAT SATISFIED	4 MILDLY SATISFIED
5 VERY SATISFIED	5 VERY SATISFIED

Similarity

1 VERY SIMILAR
2 FAIRLY SIMILAR
3 FAIRLY DIFFERENT
4 VERY DIFFERENT
5 DON'T KNOW

QUESTIONNAIRE WORDING CHECKLIST

DO YOUR QUESTIONS ASK FOR ONLY ONE THING AT A TIME? (AVOID DOUBLE BARRELLED QUESTIONS, SUCH AS "DID YOU LIKE AND RESPECT YOUR COUNSELOR?)

ARE YOUR OPINION QUESTIONS ONE-SIDED? (E.G., "DO YOU FEEL A TUITION RAISE IS NECESSARY AT THIS TIME? VERSUS" DO YOU FEEL A TUITION RAISE IS NEEDED OR NOT NEEDED AT THIS TIME?)

DO YOUR QUESTIONS INCLUDE WORDS WITH DOUBLE MEANINGS? (E.G., NATIVE AMERICAN, ENERGY, FAIR).

DO YOUR QUESTIONS INCLUDE JARGON? PSYCHOBABBLE? (E.G., HOW OFTEN DID YOUR COUNSELOR GIVE YOU POSITIVE REINFORCEMENT?)

DO YOUR QUESTIONS INCLUDE ABBREVIATIONS? (AVOID THEM IF POSSIBLE, EVEN SEEMINGLY OBVIOUS ONES LIKE IRS)

DO YOUR RESPONSE SCALES MATCH THE QUESTION. (E.G., WATCH OUT FOR MISMATCHES LIKE "HOW HELPFUL WAS YOUR COUNSELOR--NEVER, HARDLY EVER, SOME OF THE TIME, MOST OF THE TIME)

ARE YOUR RESPONSE SCALES BALANCED? (THE NUMBER OF POSITIVE POSITIONS SHOULD EQUAL THE NUMBER OF NEGATIVE ONES. E.G., A THREE-POINT SCALE POOR, GOOD, EXCELLENT IS UNBALANCED.)

ARE YOUR QUESTIONS OBVIOUS? (E.G., COULD THE UNIVERSITY DO MORE TO HELP STUDENTS ADJUST DURING THE FRESHMAN YEAR? ANSWER; OF COURSE, WE CAN ALWAYS DO MORE.)

ARE YOUR QUESTIONS LEADING? (YOU SHOULD LOOK TO SEE WHETHER YOU WOULD FEEL UNCOMFORTABLE IN ENDORSING ONE OF THE RESPONSE CATEGORIES)

DO RESPONDENTS HAVE ENOUGH INFORMATION TO ANSWER THE QUESTION? (E.G., "DON'T ASK A GENERAL SAMPLE OF STUDENTS, HOW WOULD YOU RATE THE PERFORMANCE OF THE HEALTH SERVICE IN DEALING WITH MEDICAL EMERGENCIES?"

HAVE YOU GIVE EXPLICIT INSTRUCTIONS ON HOW TO ANSWER THE QUESTIONS? (E.G., "CIRCLE ONE" INSTEAD OF "INDICATE")

ARE YOUR OPEN-ENDED QUESTIONS FOCUSED ENOUGH? E.G., RATHER THAN ASK "DO YOU HAVE ANY COMMENTS ABOUT THE UNIVERSITY" YOU MIGHT ASK, "WHAT ADVICE WOULD YOU GIVE NEW STUDENTS IN YOUR PROGRAM

DO YOUR QUESTIONS CONTAIN "FLAG WORDS"? (WATCH OUT FOR PHRASES LIKE "RIGHT TO LIFE" OR "PRO-CHOICE" - THEY PRODUCE EMOTIONAL REACTIONS BEYOND THE ISSUE BEING CONSIDERED.)

QUESTIONNAIRE WORDING CHECKLIST (CONT.)

ARE YOUR RESPONSE ALTERNATIVES MUTUALLY EXCLUSIVE? (E.G., AVOID PROBLEMS LIKE ASKING ABOUT INECOME $5,000-7,500, $7,500 TO $9,500

ARE YOUR QUESTIONS TOO WORDY? (READ ALOUD TO SOMEONE ELSE - THIS WILL REVEAL WORDINESS AND AMBIGUITY)

HAVE YOU ASKED QUESTIONS THAT ARE TOO HARD? (E.G., RANK ORDER YOUR CHOICES FROM 1 = HIGHEST 15 = LOWEST?

ARE YOUR RESPONSE ALTERNATIVES EXHAUSTIVE? (E.G., DO YOU TAKE A CAR OR BUS TO WORK? - WHAT ABOUT CYCLISTS AND WALKERS?

ARE YOUR SKIP PATTERNS CLEAR? CAN YOU CUT SOME SKIPS? (SKIPS ARE "IF THEN" QUESTIONS - THEY CAUSE ANSWERING AND ANALYSIS PROBLEMS - THEY CAN OFTEN BE AVOIDED BY ADDING EXTRA RESPONSE ALTERNATIVES E.G., HOW SATISFIED ARE YOU WITH THE HEALTH SERVICE? 5 VERY SATISFIED, 1 NOT AT ALL SATISFIED, X HAVEN'T USED THE HEALTH SERVICE)

CAN RESPONDENTS ANSWER QUESTIONS FROM THEIR PERSONAL EXPERIENCE? (THIS IS MOST DESIRABLE)

HAVE YOU INCLUDED HYPOTHETICAL QUESTIONS? (THEY PRODUCE HYPOTHETICAL ANSWERS - WATCH OUT)

HAVE YOU PRE-TESTED THE QUESTIONNAIRE? (IF NOT, DO IT EVEN IF IT'S JUST AMONG COLLEAGUES AND SMALL GROUPS)

CODING - EDITING - KEYPUNCHING

Coding:

When coding open ended questions, use 9 or less categories
More categories tend to be difficult to code and analyze

Editing:

See example of editing rules

Keying:

Rate of keying errors should be less than 1%
5 to 10 percent of questionnaires should be checked for accuracy
Case ID numbers should be verified

27 August 1982

EDITING GUIDELINES FOR ORIENTATION SURVEY

1) All editing is to be done with a red pen.

2) All numbers in multiple column fields are to be right justified (e.g. number of college credits).

3) If two adjacent responses are indicated on scaled questions, select the more extreme response (e.g. if disagree and neutral are circled, select disagree). Cross through the nonselected response with a double horizontal line.

4) If two or more non-adjacent responses are indicated, cross through responses with a double horizontal line.

5) Remember, the keypuncher is paid to key in the data as quickly as possible, not to make decisions as to what items should be keyed. All responses must be as clear and unambiguous as possible.

6) Questions should be directed to Jon Roesler at 6-1820.

DATA ANALYSIS
Steps & Tips

Frequencies:

Include descriptive statistics
Use to check non-verified keying
Use for most if not all variables

Crosstabulations:

Include chi square test of significance
Include measure of association e.g. lambda
Use for discrete, noncontinuous, categorical variables

Breakdowns:

Include oneway ANOVA with f-test and eta squared
Use for continuous or implied continuous variables

STANDARD REPORT FORMAT

EXECUTIVE SUMMARY

- BRIEF SUMMARY OF MAJOR FINDINGS/INTERPRETATIONS IN BULLET FORMAT STAND ALONE/NO MORE THAN TWO PAGES

INTRODUCTION

- BRIEF STATEMENT OF ISSUES/PURPOSES (LIT REVIEW & DETAIL IN APPENDIX)

SURVEY PROCEDURES

- SUMMARY OF SAMPLING, DATA COLLECTION METHODS AND DATES, MARGINS OF ERROR (DETAIL IN APPENDIX)

RESULTS

- INDIVIDUAL QUESTIONS, QUESTION TYPES, OR SCALES PRESENTED ONE TO A PAGE IN GRAPH OR SIMPLIFIED TABLE.
- MAIN TREND DESCRIBED IN ONE OR TWO SENTENCES
- SUBGROUP DIFFERENCES USUALLY SUMMARIZED IN BULLET FORM
- KEY SUBGROUP DIFFERENCES TABLED OR GRAPHED

ANALYSIS/IMPLICATIONS

- SUMMARIZE MAJOR TRENDS IN DATA (1 TO 3)
- DRAW IMPLICATIONS IN TERMS OF IMPACT ON DECISIONS, POLICIES, PROGRAMS, OR PROPOSALS.

APPENDICES

- LITERATURE REVIEW/DETAILED BACKGROUND
- METHODOLOGY--REPRESENTATIVENSS OF SAMPLE, MARGIN OF ERROR TABLE, DATES,PROCEDURES,DATA ANALYSES
- COPY OF QUESTIONNAIRE (AND SUPPORTING MATERIALS SUCH AS FOLLOW-UPS AND SCRIPTS)
- VERBATIM SUMMARY OF OPEN-ENDED COMMENTS ORGANIZED BY CATEGORY

"BOILERPLATE" REPORT SENTENCES AND PARAGRAPHS

EXECUTIVE SUMMARY

_____RESPN_____GROUP$_____, XX% OF A RANDOM SAMPLE OF GROUP$___WERE SURVEYED BY (MAIL/TELEPHONE/HANDOUT) ON___TOPIC$_____KEY FINDINGS INCLUDED:

INTRODUCTION

THIS IS A REPORT OF A SURVEY OF____GROUP$___ON THEIR ATTITUDES TOWARD ____TOPIC$_____AND THEIR EXPERIENCES WITH____TOPIC$____.

THE STUDY WAS COMMISSIONED BY_____SPONSOR$_____AND CONDUCTED BY_____ RESEARCHER$_____.

AT ISSUE IN THE STUDY WERE THE FOLLOWING QUESTIONS:____ISSUE1$____ ISSUE2$____ISSUEN$_____.

THE QUESTIONNAIRE ASKED THE FOLLOWING TYPES OF QUESTIONS:_____QTYPE1$ _____QTYPE2$____QTYPEN$__.

A COPY OF THE QUESTIONNAIRE AND A MORE DETAILED DESCRIPTION OF THE BACKGROUND OF THE STUDY ARE IN APPENDICES A AND B, RESPECTIVELY.

SURVEY PROCEDURES

THE SURVEY WAS CONDUCTED BY TELEPHONE/MAIL BY____RESEARCHER$_____ BETWEEN_____STARTDATE$ AND ENDATE$_____. A RANDOM SAMPLE OF____GROUP$ WAS SELECTED FROM AMONG ALL____GROUP$_____. EXCLUDED FROM THE SAMPLE WERE__INEL$____BECAUSE_____REASON$_____.

AMONG THE____SAMN$ REMAINING__GROUP$__, INTERVIEWS WERE CONDUCTED WITH/QUESTIONNAIRES WERE RECEIVED FROM/___RESPN____, YIELDING A RESPONSE RATE OF____%.

TELEPHONE SURVEYS

UP TO 10 ATTEMPTS WERE MADE TO REACH THE INDIVIDUAL AT DIFFERENT TIMES OF DAY. AMONG THE NON-RESPONDENTS --BADN--WERE UNABLE TO BE FOUND. A 10% SAMPLE OF RESPONDENTS WERE REINTERVIEWED TO VERIFY THEIR PREVIOUS INTERVIEW.

MAILED SURVEYS

ALL PERSONS IN THE SAMPLE WERE SENT A PRE-LETTER DESCRIBING THE STUDY, A QUESTIONNAIRE AND COVER LETTER TWO WEEKS LATER AND A FOLLOW-UP CARD FIVE DAYS AFTER THE QUESTIONNAIRE. NON-RESPONDENTS WERE SENT A SECOND QUESTIONNAIRE AND COVER LETTER TWO WEEKS AFTER THE FIRST QUESTIONNAIRE. REMAINING NON-REPSONDENTS WERE CALLED ONE WEEK AFTER THE SECOND FOLLOW-UP.

ATTEMPTS WERE MADE TO FIND THOSE WITH BAD ADDRESSES WERE MADE BY WRITING AND CALLING RELATIVES OR PERSONS WITH SIMILAR LAST NAMES.

MARGINS OF ERROR

THE DATA IN THIS STUDY ARE SUBJECT TO TWO KINDS OF ERROR; SAMPLING, AND NON-SAMPLING. SAMPLING ERROR VARIES WITH THE NUMBER OF PERSONS SURVEYED, THE NATURE OF THE QUESTION, AND THE PROPORTION OF RESPONDENTS ANSWERING IN A GIVEN WAY. THIS MEANS THAT THE MARGIN OF ERROR FOR SUBGROUPS IS LESS FOR SUBGROUPS THAN FOR THE TOTAL GROUP. APPENDIX C INCLUDES A TABLE FOR ESTIMATING THE SAMPLING ERROR FOR A GIVEN QUESTIONNAIRE ITEM. AN AVERAGE SAMPLING FOR THE TOTAL GROUP FOR A TYPICAL ITEM, IS APPROXIMATELY____%.

SURVEY REPORT WORKSHEET

1. WHAT IS THE NAME OF THE REPORT? (NAME$)

2. WHO ARE THE AUTHORS OF THE REPORT (AUTHOR$)

3. WHO COMMISSIONED THE REPORT (SPONSOR$)

4. WHAT OFFICE CONDUCTED THE SURVEY? (RESEARCHER$)

5. WHEN WAS THE SURVEY DONE? (TIME$)

6. HOW WAS THE SURVEY CONDUCTED? (WRITE IN ONE OF THE FOLLOWING VERBATIM: MAIL, TELEPHONE, HANDOUT)

7. WHO WAS SURVEYED? (CLASSES OF PERSONS E.G. STUDENTS, EMPLOYEES, ETC.) (GROUP$)

8. WHAT WAS THE TOPIC OF THE SURVEY?(SHORT GENERAL DESCRIPTIVE PHRASE) E.G. FINISHED THE SENTENCE ; . . WERE SURVEYED ON THEIR OPINIONS ABOUT . . . . . " (TOPIC$)

9. WHAT ARE THE SECTIONS OF THE QUESTIONNAIRE? FINISH THE SENTENCE: THE SURVEY ASKED THE FOLLOWING TYPES OF QUESTIONS . . . . (QTYPE1$--QTYPEN$)

10. WHAT ARE THE ISSUES/QUESTIONS/DECISIONS ON WHICH THE SURVEY RESULTS WILL HELP RESOLVE. COMPLETE THE SENTENCE; THE SURVEY WAS CONDUCTED TO HELP ANSWER THE FOLLOWING QUESTIONS? (ISSUE1$--ISSUEN$)--------

11. WHAT IS THE ARE THE BACKGROUND & PURPOSE OF THE STUDY? LIST WHAT DECISIONS, POLICIES, PROPOSALS, AND/OR PROGRAMS ARE UNDER CONSIDERATION. (DECISION$, POLICY$, PROGRAM$, PROPOSAL$). OR "CURRENTLY, ... UNDER THE NEW PLAN . . . . . " (BACK$)

12. HOW MANY PERSONS WERE GIVEN SURVEYS? (SAMPLEN)

13. HOW MANY PERSONS COMPLETED SURVEYS? (RESPN)

14. HOW MANY PEOPLE WERE EXCLUDED FROM THE SAMPLE (BY DEATH, LEAVING POPULATION, AND OTHER REASONS FOR NOT FITTING THE DEFINITION OF THE PEOPLE TO BE SURVEYED. (INELN)

15. HOW REPRESENTATIVE IS YOUR SAMPLE? LIST ANY IMPORTANT SUBGROUPS IN YOUR POPULATION FOR WHICH YOU HAVE DATA (E.G. PERCENTAGE OF MEN, WOMEN, FRESHMEN VS. SENIORS, EMPLOYED VS. NOT EMPLOYED. (SUB1$-SUBX$)

16. FOR THE SUBGROUPS IN 15 ABOVE, LIST THE NUMBER OF PERCENTAGE OF PERSONS IN THE POPULATION IN THIS SUBGROUP: (S1-SX)

17. FOR THE SUBGROUPS ABOVE, LIST THE PERCENTAGE OF PERSONS IN THE RESPONDENT SAMPLE IN EACH GROUP (SS1-SSX)

SURVEY REPORT WORKSHEET, PAGE 2

18. WHAT ARE THE THREE MAJOR TRENDS IN THE DATA? (WRUSE SHORT SENTENCES) SENTENCES _____(TREND1$), (TREND2$), (TREND3$)_____.

19. WHAT SUBGROUP DIFFERENCES ARE MOST IMPORTANT IN THE DATA? (USE SHORT SENTENCES SUMMARIZING CROSSTABS, ANOVAS, ETC.) --(SUBDIF1$--SUBDIFX$)--.

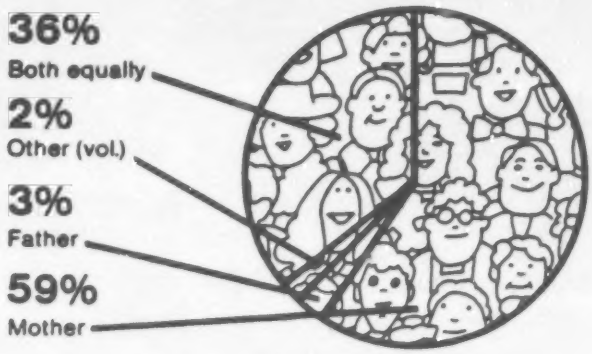
20. WHAT QUALIFICATIONS/LIMITATIONS HAVE TO BE PLACED ON THE DATA? (QUAL1$--QUAL2$---)

21. WHAT SUGGESTIONS FOR ACTION MIGHT BE DRAWN FROM THE DATA? (AGAIN, WRITE IN TERMS OF DECISIONS, POLICIES, PROGRAMS, AND PROPOSALS) (ACT1$--ACT2$)----.

16 FAMILY MEMBER WHO MOSTLY HANDLES CHILD CARE (BASE: PARENTS WITH CHILDREN AT HOME)

Would you say that, in your family, the children are cared for mostly by the mother, mostly by the father, or that both parents share day-to-day child care equally?

Base 851



17 CHILD-CARE ARRANGEMENTS IN ADDITION TO PARENTS (BASE: PARENTS WITH CHILDREN AT HOME)

Do you have any other child-care arrangements in addition to the parents taking care of the children, or not?

Base 851

E. CHILD-CARE PRACTICES OF AMERICAN FAMILIES

Despite mixed feelings about certain key issues surrounding work and the raising of children, the child-care practices of most contemporary families are clear, defined, and fairly traditional. In 59% of families with children at home, the primary responsibility for child care rests with the mother, although parents in about one-third of these households (36%) share the job equally. Only rarely does primary child care rest with the father (3%) (Chart 16).

Over one-third of households with children (35%) also have other child-care arrangements, most typically:

- Other family members (48%);
- Paid help inside the home (23%); and
- Day care centers (19%) (Charts 17 and 18).

With nearly two in five American families now supplementing primary parental care with alternative child-care arrangements, and with every expectation that women will increasingly enter the work force over the next few years, it is not surprising that all of the child-care alternatives presented as future possibilities are considered *good* for families. Indeed, positive feelings in this regard are expressed equally by parents, working mothers and fathers, teenagers with working parents, and family members overall. While there is support for all alternatives, two head the list:

- Employers making it easier for working parents to arrange their jobs and careers around children; and
- Children taking on more responsibilities (Chart 19).

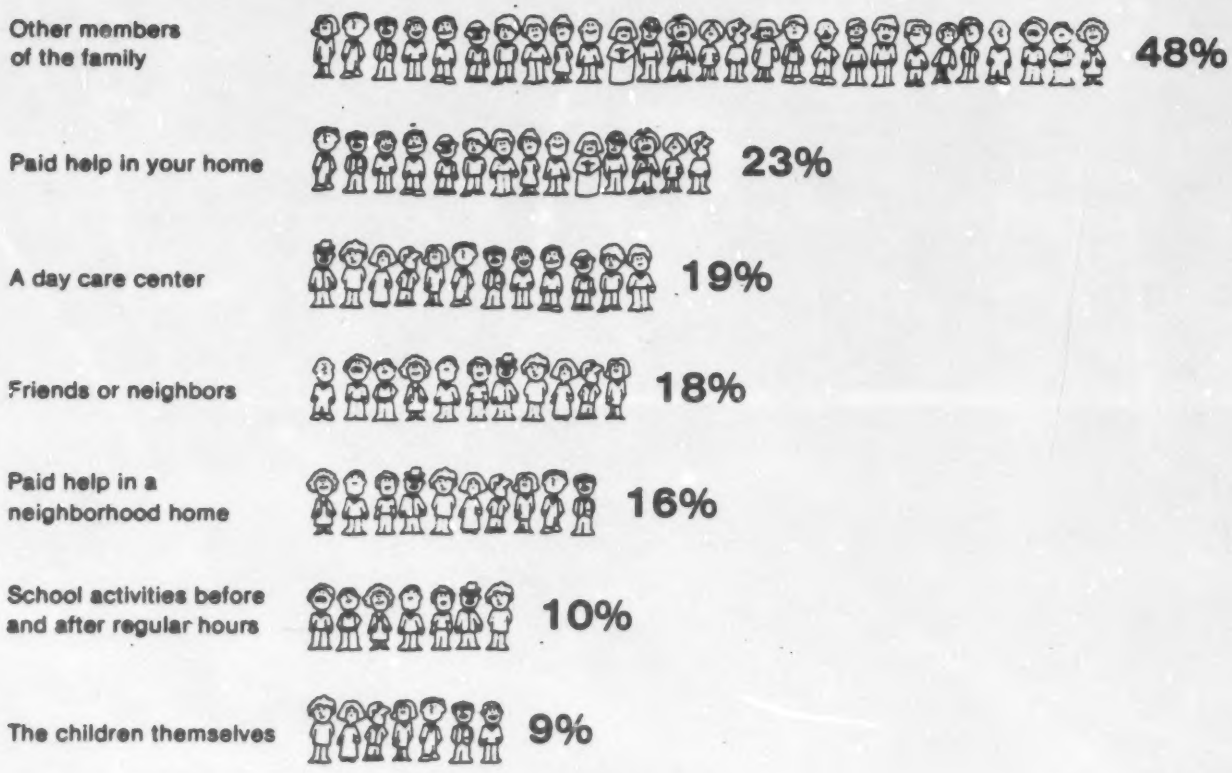
In general, leadership opinion supports the necessary child-care alternatives. Even family traditionalists agree that it would be a good thing for families if employers helped working parents arrange their jobs around their children, if children took on more responsibility for themselves, and if government tax deductions helped pay for in-home or neighborhood child care. Although family traditionalists are the only leadership group decidedly against both day care outside the home and schools providing more after-hours care, they are most united in supporting extended child care within the family by grandparents and other family members.

Both human resource executives and labor leaders agree that it would be a good thing for families if employers made it easier for parents to balance work and child care (Chart 20).

18 TYPE OF ADDITIONAL CHILD CARE (BASE: PARENTS USING ADDITIONAL CHILD-CARE ARRANGEMENTS)

Which of the following best describes who cares for your children besides their parents?

Base 334

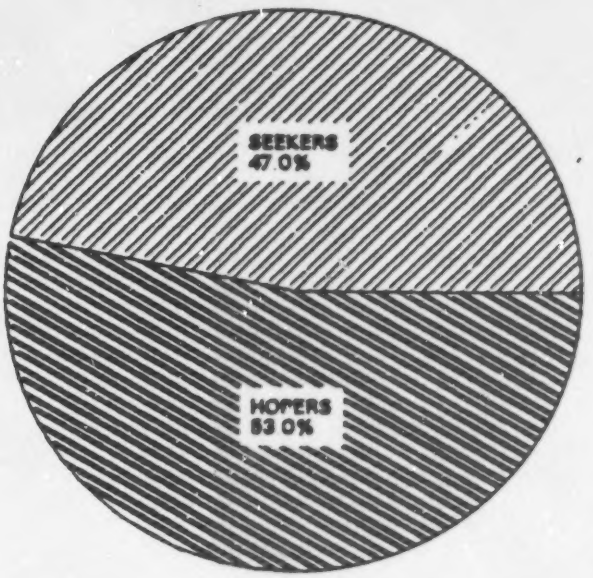


Note: Doesn't add to 100% because of multiple responses.

SAMPLE REPORT PAGE FROM UM WELLNESS SURVEY

Chart 1

THE PURSUIT OF HEALTH: SEEKERS VERSUS HOPERS



The surveyed employees split nearly in half between "seekers"--those who actively work at good health, and "hopers"--those who take good health for granted (and hope they will be healthy in the future). The seekers differ from the hopers in many ways, including:

SEEKERS	HOPERS
61% are very or quite satisfied with their health	43% are very or quite satisfied with their health
62% exercise regularly	31% exercise regularly
19% smoke	29% smoke

SAMPLE TABLE FORMAT FROM U OF M FEES SURVEY

KNOWLEDGE AND OPINION OF THE DAILY HUMOR EDITION

TABLE D-8. Familiarity with the humor edition. (N=474)

	Percent
Saw the humor edition	65
Heard of it, but did not see it	27
Did not see or hear of it	8
	100

Ninety-two percent of the respondents had seen or heard of the humor edition; 65% had actually seen it.

TABLE D-9. Opinion of the humor edition. (Asked only of those who had seen or heard of the humor edition, N= 438)

	Percent
Strongly approved	6
Approved	19
Neither Approved nor disapproved	37
Disapproved	19
Strongly disapproved	15
Can't say	4
	100

The most frequently endorsed (37%) opinion about the humor edition was neutrality. More disapproved of it (34%) than approved of it (25%). Chi-square tests indicated that disapproval of the humor edition was related to respondent's class and sex.

Class ($p < .05$)

Adult special students had the highest rate of disapproval of the humor edition (58%), while graduate students had the lowest rate (20%).

Sex ($p < .01$)

Proportionately more women (40%) than men (33%) disapproved of the humor edition.

D. SAMPLING ERROR

It is important to note that survey results are subject to sampling error, i.e., the difference between obtained results and those that would be obtained by surveying the entire population. The size of this sampling error varies to some extent with the size of the sample and with the percentage of respondents giving a particular answer. The following table shows the range of error for samples of different sizes and at different percentages of response:

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR (PLUS OR MINUS) AT 95% CONFIDENCE LEVEL

Response	Sample Size				
	1500	1200	900	400	100
	%	%	%	%	%
10 (90)	1.5	2	2	3	7
20 (80)	2.1	3	3	4	10
30 (70)	2.4	3	4	4.6	11
40 (60)	2.5	3	4	4.9	12
50	2.6	3	4	5	12

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